Alberta
Learning

Funding Manual for School Authorities 2002-2003 School Year

For School Jurisdictions, Charter Schools, Funded Private Schools and Private ECS Operators, with Students in grades 1 to 12 and/or Children in ECS

ALBERTA
LEARNING

Office of the Minister

Message from the Minister

I am pleased to provide you with Alberta Learning's Funding Manual for School Authorities for the 2002-2003 school year. Included is a Summary of Significant Funding Changes for 2002-2003.

The manual provides details on the funding available for 2002-2003, the conditions and requirements that apply to the funding, and the funding rates.

I have authorized this Funding Manual for School Authorities for use by school jurisdictions, charter schools, private schools, and private ECS operators to access Alberta Learning funding for the provision of education programs for students in grades 1 to 12 and Early Childhood Services (ECS) children.

I encourage you to review the manual, noting the changes and revisions indicated by the notations "New" and "Revised". Any questions or comments may be directed to the appropriate contact listed on pages two and three of the Introduction section.

Best wishes for a successful 2002-2003 school year.

Sincerely,

Dr. Lyle Oberg
Minister of Learning

204 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 Telephone 780/427-2025 Fax 780/427-5582

Printed on recycled paper

FUNDING MANUAL
FOR SCHOOL AUTHORITIES
2002/2003
SCHOOL YEAR

This manual is issued under authority of the following:

- School Act, Section 176
- Alberta School Foundation Fund Regulation (A.R. 250/96, amended by AR 166/2001)
- Government Organization Act, Section 13
- School Grants Regulation (A.R. 72/95)

Authorized By
Minister of Learning

JUL 15 2002
Date

SUMMARY OF SIGNIFICANT FUNDING CHANGES
FUNDING MANUAL FOR SCHOOL AUTHORITIES
FOR THE 2002-2003 SCHOOL YEAR

The following outlines the significant changes to funding provided and/or the terms and conditions attached to funding for the 2002-2003 school year. Please refer to the 2002-2003 Funding Manual for School Authorities for more details.

Basic Instruction Funding: sections 1.1 and 3.1

Funding for eligible grade 10 students will be provided on a per student basis based on the number of students enrolled on the September 30 count date. The funding amount per student will be determined based on a full-time program or partial program basis depending on the number of credits earned in the school year. For students enrolled on September 30, who earn 31 credits or more during the grade 10 year, funding will be provided at the full-time program funding rate. For students who earn less than 31 credits, funding will be provided at the partial program funding rate.

Students in grades 11 and 12 will continue to be funded on a Credit Enrollment Unit (CEU) basis. A maximum of 60 CEUs will be funded per student per school year.

Grade 10 students in Integrated Occupational Programs (IOP) will be funded at enhanced full-time program and partial program rates. To be eligible for this funding, at least 50 percent of a student's total course load must be comprised of IOP courses. IOP students in grades 11 and 12 will continue to be funded at 5/3s times the regular CEU rate.

School jurisdictions with Outreach Programs will receive Base Operating funding of $50,000 per program. This funding will replace the double CEU funding currently provided for the first 400 CEUs. The Base Operating funding is supplemental to the per student Basic Instruction funding provided for grade 10 students and CEU funding provided for students in grades 11 and 12.

Francisation Funding: section 1.14

French First Language Upgrading funding has been renamed Francisation funding. Francisation is a French term for a program that assists students attending Francophone schools who do not have sufficient French language skills to succeed in school. Francisation programs are similar to English as a Second Language (ESL) programs that assist students attending English speaking schools who do not have sufficient English language skills to succeed in school.

Plant Operations and Maintenance: section 1.16

The responsibility for this funding has been transferred to Alberta Infrastructure as of April 1, 2002.

Federal French Funding: sections 4.1 and 4.2

This section has been divided into two sections. This will clarify and differentiate the funding terms and conditions for funding provided to Francophone Regional Authorities for Francophone education and funding provided to all school authority types for French language programs and courses.

Teacher Salary Enhancement Funding (TSE): section 6.2

The basis for this funding has been modified slightly for clarity & to simplify administration. Funding for both 2001-2002 and 2002-2003 school years will be based on the total cost of certificated salaries and benefits as reported on the 2000-2001 Audited Financial Statements. TSE funding for 2001-2002 was adjusted in June 2002 for any enrollment increases. TSE funding for 2002-2003 will be based on this adjusted amount.

SuperNet Access Funding: section 6.3

This new funding provides for basic SuperNet high-speed network connectivity for school authorities that choose to access this network. School authorities will receive funding for each approved site that is connected to the SuperNet. School authorities will be reimbursed for monthly connectivity costs up to maximum rates specified.

Enrolment Counts: section 8.1

This section has been expanded to clarify and provide additional information on the resolution of priority school conflicts, grade 10 priority school authority conflicts, and course conflicts.

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PURPOSE

This Manual will assist **school jurisdictions**, charter schools, **private ECS operators**, and **private schools** in accessing education funding from the province of Alberta.

School authorities should know and clearly understand the "General Conditions That Apply to Funding" listed in the Introduction to this Manual. These conditions have general applications and are used by Alberta Learning in determining the amount of funding and the system of payment.

PARTS OF THE MANUAL

Part 1 of the Manual applies only to **school jurisdictions**. The first section "Framework for Funding School Boards" provides an overview of the funding plan for **school jurisdictions** announced on February 1, 1995.

Revised

The sections entitled Instruction Block, Support Block and Capital Block outline the various types of funding that are available to **school jurisdictions**. Capital Block funding and Plant Operation and Maintenance funding are now the responsibility of Alberta Infrastructure.

Revised

Part 2 outlines the funding that is available to **school jurisdictions**, **private ECS operators**, and **funded private schools** that provide **Early Childhood Services programs** to **children**.

Part 3 applies only to **funded private schools** accredited by the **Minister**. These **schools** may be eligible to receive funding for basic instruction, students with severe disabilities, resident students of the government, home education, learning resources, and early literacy programs.

Part 4 outlines funding provided by the federal government that is available to **school jurisdictions, private schools, and private ECS operators** for the provision of French language programs to children and students in ECS to Grade 12.

Part 5 outlines the funding available to **charter schools** approved by the **Minister**. With the exception of Capital funding, funding provided to **charter schools** is the same as to **school jurisdictions**.

Part 6 outlines specific types of funding available to all school authorities. This includes funding for the Alberta Initiative for School Improvement, Teacher Salary Enhancement, and SuperNet access.

Part 7 outlines specific types of inter-ministerial funding available for school authorities. This includes Student Health funding and Debt Retirement.

Part 8 describes the payment schedule and funding rates used by Alberta Learning to allocate funding to each type of **school authority**. Payment schedules and funding rates are provided for **school jurisdictions**, **private ECS operators** and **funded private schools**.

A Glossary of Terms is provided outlining definitions of terms used in the manual. Each term is printed in **bold face type** throughout the Manual and has a specific meaning for funding purposes.

FUNDING FORMAT

For ease of use, the following format is used throughout the Manual to describe each type of funding that may be available to school authorities:

PURPOSE - a short statement describing what the funding is for.

CONDITIONS - the conditions under which the funding is provided.

REQUIREMENTS - what school authorities must do to receive funding.

CONSIDERATIONS - other information that might be useful to school authorities, i.e., how the amount of funding is calculated.

INFORMATION REQUIRED FOR FUNDING

Many types of funding are provided on the basis of student information the **school authority** has reported directly to Learner Records & Data Exchange. Some funding will be dependent upon the **school authority** submitting a form to School Finance. All forms referred to in the manual are in the Forms section of the Funding Manual.

Revised

CONTACT ALBERTA LEARNING FOR ASSISTANCE

While Alberta Learning has made every effort to make the Manual clear and understandable, **school authorities** may require further information. To contact Alberta Learning, please refer to the following list of contacts. For calls outside of Edmonton, dial 310-0000 then dial the area code and number of the person you are calling:

BRANCH	PHONE #	CONTACT
School Finance	780-427-2055 780-427-2147 (FAX)	Kenneth Poon Jeff Willan Mark Lalumiere
School Reporting	780-415-8940	Dale Fulford Wayne Braun
Budget and Fiscal Analysis	780-427-2055	Gene Williams

BRANCH	PHONE #	CONTACT
Special Programs	780-422-6326	Rick Hayes
Information Exchange Services (IES)	780-427-1111	IES Help Desk
Field Services		
Zone 1	780-427-5394	Niki Wosnack
Zone 2 and 3	780-427-9296	Michael Walter
Zone 4	780-427-5381	Loraine Steele
Zone 5	780-415-9312	Merla Bolender
Zone 6	780-427-5377	David Woloshyn
French Language Services	780-427-2940	Gerard Bissonnette
Aboriginal Services	780-415-9300	Morris Manyfingers
Governance and Program Delivery	780-427-7235	Valerie Keates
School Improvement	780-427-3160	Terry Wendel
Alberta Infrastructure-Learning Facilities Branch	780-422-0768	NORTH – Larry Wilson
	780-422-0623	CENTRAL – Doug Ramsey
	403-297-4563	SOUTH – Vacant
	780-427-2167	FUNDING –Hillary Rose

These individuals may be contacted by e-mail by writing their first name, (.) dot, last name followed by @gov.ab.ca, (e.g., Mark.Lalumiere@gov.ab.ca).

New The 2002-2003 Funding Manual for School Authorities is available for viewing and printing on Alberta Learning's website at http://ednet.edc.gov.ab.ca/funding/FundingManual/

New Funding application forms should be submitted to the School Finance Branch at:

Alberta Learning
School Finance Branch
8th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta
T5J 4L5

This Manual explains the funding available to **school authorities** and how it can be obtained. The information in this Manual is not intended as a substitute for the Provincial statutes or regulations or for specific instructions or explanatory material issued by various branches of Alberta Learning.

Payment of funds is subject to the conditions and requirements specified in each section. General terms and conditions are listed below. The Manual user should become familiar with the conditions and requirements and ensure that they are met.

1. Unless otherwise specified, funding is for the current school year using the payment schedule and funding rates indicated in Part 8.

2. The **Minister** may determine the funding amount and the method by which that amount is determined. This determination may include a reduction in funding where a strike or lockout leads to cessation of services by teachers or other employees of a **school jurisdiction, charter school,** or **private ECS operator.**

3. Funding is provided to **school authorities** on the condition that government legislation, policy, and regulations are followed, and program goals and objectives specified by Alberta Learning are met, including:

    a) courses of study, education programs, amount of instruction time, instructional materials, and goals and standards prescribed, authorized, approved, or ordered by the **Minister** under Section 39(1) of the *School Act*;

    b) access to special education programs for students in need of special education as stated in Section 47 of the *School Act*; and

    c) conditions and requirements for funding contained in this Manual.

4. **School jurisdictions, charter schools, private ECS operators** or **funded private schools** applying for funding shall keep on file the documents and invoices required to support their claim for each type of program funding described in this Manual, **and** the following information:

    a) an eligible enrolment count as of September 30 of the current school year or if September 30 is not a **school** day, the enrolment count for the last **school** day in September;

    b) copies of current education or **transportation agreements**;

    c) a record of the daily attendance of each enrolled student;

d) where attendance records are on computer, a hard (paper) copy of the daily attendance records of each enrolled student as of September 30, signed and dated by the principal or designate;

e) where attendance records for high school students are on computer, a paper copy of the timetable for each student as of September 30; and

f) a list of **schools**, teachers and administrators involved in each program.

5. Alberta Learning shall reserve the right to request and review documentation to substantiate a claim for funding.

6. An adjustment may be made in a payment when an audit or monitoring by Alberta Learning indicates that:

   a) a **school authority** has received funding to which it was not entitled;

   b) a **school authority** has not received funding to which it is entitled; or

   c) a **school jurisdiction** has not complied with one or more of the "Limited Conditions of the Funding Framework" listed in "Framework for Funding School Boards" of this Manual.

7. Where an overpayment or an underpayment occurs, the **Minister** may authorize an adjustment in subsequent payments to the **school authority**.

8. When the Audited Financial Statements of a **school jurisdiction** indicate that a **board** has not complied with the "Limited Conditions of the Funding Framework", Alberta Learning will deduct from the **board's** general revenue allocation, the amount by which the **board's** expenditure exceeded the condition(s). This amount will be deducted from the payment that is made to the **school jurisdiction** immediately following certification of the **board's** non-compliance with the condition(s).

9. Payments in January, and subsequent payments shall be withheld from **private ECS operators** and **funded private schools** if the Audited Financial Statements or the Budget Report have not been submitted to School Reporting by the due date. When both forms have been submitted, payments will be released.

10. Payments may be withheld from **school jurisdictions, charter schools** and **funded private schools** that are late in submitting: the Audited Financial Statements, Budget Report, School Board Three-Year Education Plan, Annual Education Results Report (AERR), or any other information requested or required by the **Minister** by the dates specified in the *School Act* and by Alberta Learning. Payments will be re-instated when the required information has been received by Alberta Learning.

11. **School jurisdictions**, **charter schools**, **private ECS operators** and **funded private schools** must develop, keep current, and implement written policies and procedures that are consistent with policies in sections 1 and 2 of the Policy, Regulations and Forms Manual.

12. **Early Childhood Services operators** who have received funding from Alberta Learning to provide an **ECS program** and have decided to cease operation may be required to return a portion of their operating surplus to the Minister of Finance.

13. The **Minister** may fund a **board**, other person, or organization for purposes related to the education of **children** in **Early Childhood Services Programs**, or students in **school** programs that are in addition to the funding provisions of this Manual.

Revised

14. All borrowings for capital expenditures by a **school jurisdiction** or **charter school**, and all borrowings for operating expenses by a **school jurisdiction** or **charter school** to the extent they exceed the account receivable balance as shown in the most recent audited financial statements, require the prior approval of the Minister. Section 183(1) & 183(2), *School Act*

    A budgeted annual deficit for an upcoming school year is acceptable if, and only if, sufficient accumulated operating surplus is available to cover the planned shortfall without impairing the long-term financial health of the **school jurisdiction** or **charter school**. A school jurisdiction or charter school, failing to submit an acceptable budget is expected to provide a written commitment that any accumulated operating deficit actually realized will be eliminated over a period not to exceed three years, and may be subject to an inquiry under Section 41(1) of the *School Act* and to the appointment of an official trustee under Section 42(1) to conduct the affairs of the school jurisdiction or charter school.

    A **school jurisdiction** or **charter school** incurring an accumulated operating deficit is expected to submit an accumulated operating deficit elimination plan. This plan will be closely monitored. A school jurisdiction or charter school which fails to eliminate its accumulated deficit over a period of three years, may be subject to an inquiry under Section 41(1) of the *School Act* and to the appointment of an official trustee under Section 42(1) to conduct the affairs of the **school jurisdiction** or **charter school**.

Revised

DOCUMENTS:

"Advisory Manual on Early Childhood Service for the Incorporated Non-Profit Society or Private School (1996)"

"Policy, Regulations and Forms Manual" - from the Alberta Learning website
To access the Manual, click on *ECS to Grade 12 Education* then under *What's New*, click on *Policy Manual Updates.*

The documents listed below are available from:

Alberta Learning
11160 – Jasper Avenue
Edmonton, Alberta
T5K 0L2

"Charter School Handbook"	-	contact:	Special Programs Branch (780) 422-6326
"Kindergarten Program Statement"	-	contact:	Curriculum Branch (780) 427-2984 (780) 422-0624 Jenny Bushrod
"Native Education in Alberta Schools (1987)"	-	contact:	Aboriginal Services Branch (780) 415-9300
"ECS Program Unit Funding: A Handbook for ECS Operators"	-	contact:	Special Programs Branch (780) 422-6326
"Student Health Partnership Planning Guide"	-	contact:	Alberta Children and Youth Initiative (780) 422-9423
"School Capital Funding Manual"	-	contact:	Alberta Infrastructure Learning Facilities Branch (780) 427-7924

First Nations, Metis, and Inuit Education Program Guide	contact	Aboriginal Services Branch (780) 415-9300

For copies of "Alberta Statutes" referenced in this manual, contact:

Queen's Printer Bookstore
Main Floor, Park Plaza
10611 – 98 Avenue
Edmonton, Alberta
T5K 2P7
(780) 427-4952

OR

Queen's Printer Bookstore
Main Floor, McDougall Centre
445 – 6 Street S.W.
Calgary, Alberta
T2P 4E8
(403) 297-6251

OR

For on-line access to the Statutes use <http://www.gov.ab.ca.qp>

For out of town calls, please dial (310-0000) to be connected toll free to any of the above numbers.

PURPOSE, PRINCIPLES AND FEATURES OF THE FUNDING FRAMEWORK

Purpose

The **Funding Framework** allocates funding to **school jurisdictions** to provide a quality education reflecting the needs of students and society. It is a funding system that distributes funds equitably, provides flexibility to accommodate local decision-making, and is publicly accountable for the use of resources and the results achieved.

Public education is a commitment by the people of Alberta to all its children. The provision of public education is a provincial responsibility. One that is best discharged through a funding system that recognizes the right of all Alberta children to an equitable share of the province's resources in a universally accessible education system.

It is the responsibility of government to determine the mandate and goals of the education system, provide the financial resources to achieve the goals, determine the desired level of performance, and report the results of the system's performance to the public on a regular basis. The province has delegated to school boards the responsibility to deliver education programs and provides funding for this purpose.

Principles:

1. Funding for education provided by the provincial government is to be allocated to **school jurisdictions** on a fair and equitable basis that recognizes the similarities and differences among students and school systems and the associated costs.

2. The level of funding provided reflects the government's commitment to the provision of opportunities for every student to meet the standards of the province's curriculum.

3. The framework for funding provides flexibility for **school jurisdictions** to plan and budget the delivery of education programs and services. **School jurisdictions** are accountable to the province and the public for their expenditures and results.

4. The province allocates education funding to school boards. School boards are then responsible for the allocation of funding to **schools**.

Features

The funding framework for education ensures that every student receives a fair share of education resources and has fair access to a quality education. Every school board receives the same amount of funding per student for basic Instruction. Additional funds are provided depending on a number of factors such as the incidence of students with severe disabilities, the sparsity of the student population, transportation needs, and other non-Instructional costs.

Revised The funding framework allocates funds to school boards using two blocks: the Instruction Block and the Support Block. The block allocations take into account a number of education programs and operations to ensure equitable funding allocations to all **school jurisdictions**. Capital funding and Plant Operations and Maintenance funding are now the responsibility of Alberta Infrastructure.

The funding framework has fewer funding categories than previous funding systems, it is straightforward to administer, and it provides school boards with greater flexibility. Funding allocations are provided rather than expenditure directions. With the exception of limits on administrative expenditures and on re-allocations within and between blocks, school boards may allocate funds to reflect needs and delivery efficiencies, as long as program objectives have been met.

The funding framework facilitates school-based decision making and the involvement of principals, teachers, school support staff, and **parents** in deciding how education funds are expended in their **schools**. The provision for Instruction funding to follow students to the public and separate **schools** they attend, provides **parents** and students with greater choice of education programs. The choice of programs includes various learning environments for students, such as formal school setups, home education, outreach and institutional programs. In some locations, choices are also available for the regular program year or a multi-track program of **year round education**.

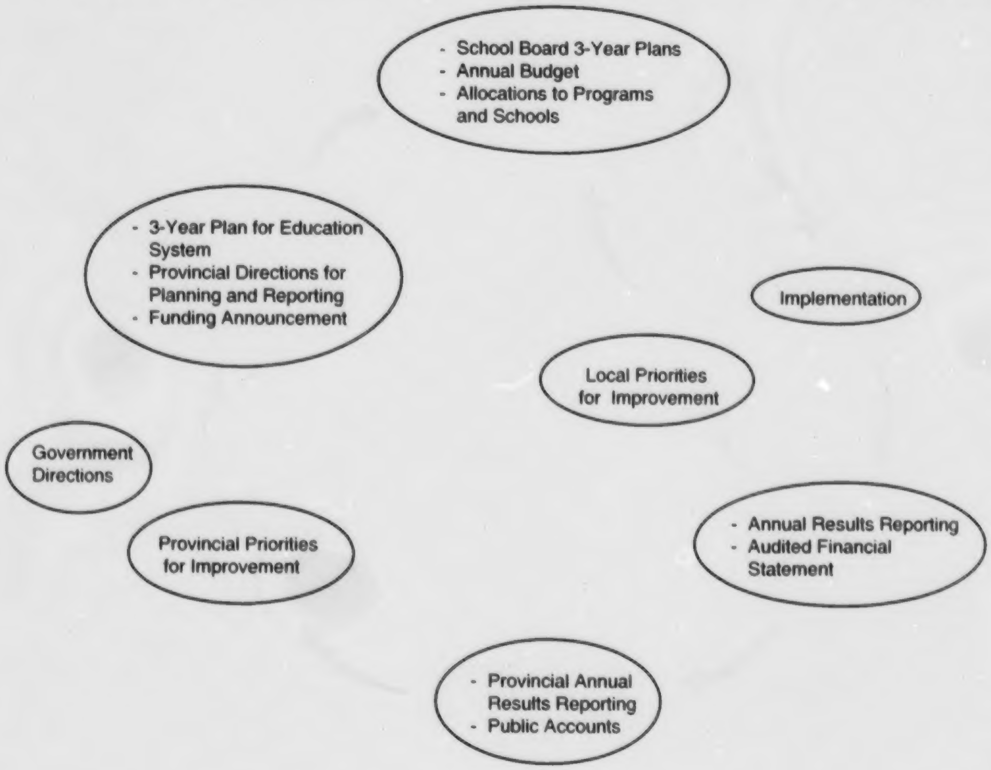
The decisions made by **school jurisdictions** on education programs and services will be reflected in school board education plans and budget forecasts, and in the quality of education Alberta's students receive.

Adjustments continue to be made to the funding framework to help ensure that the funding allocations are as equitable as possible, and that **school authorities** have the flexibility within the framework to make the decisions necessary to meet local needs.

FUNDING FRAMEWORK AS PART OF A THREE-YEAR PLAN

The provincial **Three-Year Plan for Education** outlines directions to provide students the quality of education they need to become self-reliant, responsible, caring, and contributing members of society. Within the provincial plan, four key elements are critical to helping **school jurisdictions** improve the education our children receive - School Board Three-Year Plans, the Funding Framework, School Jurisdiction Performance Reporting, and Evaluation and Audits. The provincial and school board planning, budgeting, assessing, reporting and improvement cycle shown below ensures that public funds are being used to achieve desired outcomes.

Accountability Cycle for Continuous Improvement in the Basic Learning System


- School Board 3-Year Plans
- Annual Budget
- Allocations to Programs and Schools
- 3-Year Plan for Education System
- Provincial Directions for Planning and Reporting
- Funding Announcement
Implementation
Local Priorities for Improvement
Government Directions
Provincial Priorities for Improvement
- Annual Results Reporting
- Audited Financial Statement
- Provincial Annual Results Reporting
- Public Accounts

A **School Board's Three-Year Plan** will contain the strategies to achieve local goals. It will outline how the provincial budget allocation to the **board** will be distributed to education programs and services, and provide the measures that will be used to evaluate and report on the success of education programs and the efficiency of administration.

FLEXIBILITY PROVIDED BY THE FUNDING FRAMEWORK

The funding framework provides school boards with flexibility to operate effectively and efficiently to offer programs meeting the education needs of their students. It provides freedom for school boards to make decisions on how they deploy resources, which learning resources they use, and how they implement the various education programs they choose to offer.

The funding framework has been designed to provide school boards with the flexibility to expend funds within and between the Instruction and Support Blocks as follows:

- Funds can be transferred among the individual components of the Instruction Block subject to individual program goals being met.
- Unlimited funds can be transferred from the Support Block to the Instruction Block.
- Unlimited funds can be transferred from board governance and system administration to other programs.

The funding framework also provides school boards with flexibility to carry funding forward from one budget year to the next. School boards can budget for:

- operating reserves for Instruction and Support Block programs; and
- capital reserves for capital purposes other than school building projects such as vehicles and maintenance and transportation facilities.

LIMITED CONDITIONS OF THE FUNDING FRAMEWORK

The provisions in the *Framework for Funding School Boards in the 1997-1998 School Year* apply to all public and separate school boards in the Province of Alberta.

School boards have considerable flexibility to allocate funding to meet local program needs, however, the following limited conditions apply:

- For student transportation, a transfer of funds from the Instruction Block will not exceed 2 percent of the Instruction Block; and

- Revised For system administration, the maximum expenditure will be 4.0 to 6.0 percent, depending on the size of the **school jurisdiction** as specified in the funding framework. System Administration funding will be calculated as a percentage of the Instruction Block (with some exclusions as outlined in Section 1.17); plus transportation funding and an estimate of plant operations and maintenance and other revenue available to school boards that is permitted for this use by Alberta Learning.

When it is evident to Alberta Learning based on the **board's** Budget Report Form that the conditions in the funding framework have not been met, the **board** will be advised that its proposed expenditures exceed the conditions of the funding framework.

In the event that corrective action is not taken and when the Audited Financial Statement submitted by a school board indicates that the **board** has not complied with one or more of these funding framework conditions, Alberta Learning will deduct from the **board's** general revenue allocation, the amount by which the **board's** expenditures exceeded the condition. This amount will be deducted from that portion of the **board's** general revenue allocation in the payment that is made immediately following verification of the **board's** non-compliance with the condition.

FUNDING ALLOCATIONS

The funding framework provides an annual allocation of funds for each **school jurisdiction** in Alberta based on the funding conditions and requirements of this Manual.

The funding allocation a **school jurisdiction** receives from the Alberta Learning consists of all funding the **school jurisdiction** is eligible to claim in the Instruction and Support Blocks.

The government provides school boards with their funding allocation from two sources of revenue:

- The Alberta School Foundation Fund (ASFF) provides payments on an equal amount per **eligible student** (1); and
- The General Revenue Fund (GRF) provides grants authorized by the **Minister**.

Alberta School Foundation Fund (ASFF)

The equal amount per **eligible student** from the ASSF is calculated by dividing the total requisition revenue collected by the province and opted out separate **school jurisdictions** by the total number of **eligible students**. All **school jurisdictions** will receive this dollar amount per **eligible student**. When a separate **school jurisdiction** has opted out of the ASFF and the local requisition per student is less than the ASFF payment per **eligible student**, the difference will be paid from the ASFF. If the local requisition is more than the ASFF payment per **eligible student**, the difference must be paid into the ASFF.

General Revenue Fund (GRF)

In a school year, a **school jurisdiction** will receive a grant from the GRF of the province equal to its funding allocation less the payments it receives from the ASFF.

For example, a public **school jurisdiction** entitled to a funding allocation of $30 million and receiving $14 million in ASFF payments would be eligible for a grant of $16 million from the GRF.

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[1] For an opted out separate school board, the sum of the ASFF payment provided by the province and the tax revenue collected from the **board's** declared ratepayers would equal the ASFF payment the separate board would otherwise receive if that **board** participated fully in the ASFF.

Calculation of a Funding Allocation (An Example)

A funding allocation consists of all education revenue a **school jurisdiction** is eligible to receive in a school year from the province.

The following example illustrates how the funding allocation to a **school jurisdiction** is determined for Instruction and Support Block funding.

Example

Characteristics of the School Jurisdiction:

Revised

Instruction

Number of FTE and **eligible students**	10,000
Number of students with severe disabilities (based on jurisdiction profile)	
Behaviour	85
Other	40
Number of ECS **children**	1,000
Number of **home education students**	25
Number of students in grades 1 and 2	1,600
Number of students in grades 1 to 6	5,000

Support

Number of **eligible transported students**	2,500
Number of eligible special passengers	125

On the following page, the funding allocation for the **school jurisdiction** is calculated using the above information and the funding rates in Part 8 of this Manual.

Revised

CALCULATION OF A FUNDING ALLOCATION (AN EXAMPLE)
(For School Boards Participating in the ASFF and Separate School Boards Opted Out of the ASFF)

	CALCULATION	AMOUNT	
Instruction Block			
Basic Instruction	10,000 FTE @ $4,367	$43,670,000	
Severe Disabilities:			
Behaviour	85 @ $11,479	975,715	
Other	40 @ $13,120	524,800	
Early Literacy (Gr 1 & 2)	1,600 @ $220	352,000	
Teacher Assistants Program	5,000 @ $41.65	208,250	
Enhanced Opportunity Project	1 @ $15,000	15,000	
Early Childhood Services	1,000 @ $2,184	2,184,000	
Early Literacy (ECS)	1,000 @ $39.60	39,600	
Home Education	25 @ $1,121	28,025	
TOTAL INSTRUCTION BLOCK ALLOCATION			**$47,997,390**
Support Block			
Student Transportation			
Basic	Urban 2500 @ $423	1,057,500	
Special Transportation	125 @ $2,251	281,375	
System Administration	(Instructional Block, estimate of Plant Operations and Maintenance,[1] and Transportation 55,820,630 x 4%)	2,232,825	
TOTAL SUPPORT BLOCK ALLOCATION			**$3,571,700**
TOTAL FUNDING[2]			**$51,569,090[3]**

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[1] Estimate of Plant Operations & Maintenance (POM) funding (2001 – 2002 POM allocation + 3% and adjusted for enrollment growth)
= 6,295,500 x 1.03
= $6,484,365

[2] Total funding does not include other revenues available to school boards.

[3] Total funding comes from the following revenue sources:
- (ASFF) 10,000 x $2,350 (est) = $23,500,000
- (GRF) – remainder - $28,069,090

Payment of a Funding Allocation

A funding allocation is calculated in the same way for public and separate school boards participating in the ASFF and separate school boards that have opted out of the ASFF.

School jurisdictions will receive a payment from the ASFF equal to their number of **eligible students** multiplied by the ASFF amount per **funded student**. The difference between a **school jurisdiction's** funding allocation and payment from the ASFF is provided by a grant from the GRF of the province.

Separate **school jurisdictions** that have opted-out of the ASFF receive local education property tax requisitions quarterly from their declared taxpayers. Alberta Learning provides a monthly advance on the local education property tax requisition that is repaid by the opted out board by the last banking day of each of the months of March, June, September and December. Opted out separate **school jurisdictions** also receive a payment from the ASFF that, when combined with their local education property tax requisition, would be the same amount they would receive if participating in the ASFF. The balance of the funding allocation for an opted out separate **school jurisdiction** is provided by a grant from the GRF of the province.

PURPOSE

The instruction block provides school jurisdictions with funding for the reasonable cost of instructional programs and services including the cost of principals, teachers, instructional support staff, learning resources and supplies, equipment and furnishings used in the instructional program.

Funding is provided for the following programs in the instruction block:

Basic Instruction
Students with Severe Disabilities
English as a Second Language
Enhanced Opportunity
First Nations, Métis, and Inuit
Institutional Programs
Regional Assessment Services
Sparsity and Distance
Teacher Assistants
Early Literacy
Learning Resources Credit
Technology Integration
Home Education
Francisation
Growth and Density

Early Childhood Services Funding (See Part 2)
Federal French Funding (See Part 4)
School Authorities Funding (See Part 6)
Cross Government Funding (See Part 7)

PURPOSE

This funding provides for instruction that meets the learner expectations of students (grades 1 to 12) in core programs, complementary programs, and programs for **students with special needs** including students who are gifted and talented.

CONDITIONS

New

1. **School jurisdictions** must provide students with access to:

   - Up to 950 hours of instruction for grade 1
   - 950 hours of instruction for grades 2 to 9
   - 1000 hours of instruction for grades 10 to 12

2. Basic instruction funds are provided for each **funded student in grades 1 to 12**. Basic instruction funding includes funds to support programs for students with mild and moderate special disabilities and students who are gifted and talented. The level of funding included in the Basic Instruction funding amount for students with mild and moderate disabilities and students who are gifted and talented is the minimum amount that boards are expected to pool and utilize for the provision of programs to these students. It is expected that school boards will pool special education funding and allocate it to schools to meet the needs of students with special needs.

New

3. All individuals who are between the ages of 6 years but less than 20 years old on September 1 may be eligible for this funding. See definition of **funded student** in the Glossary.

4. All individuals aged 5 years and 6 months or greater, but less than 6 years old on September 1 are counted as **funded students** under the instruction block if they are eligible to enter grade 1 under the school entrance policy of a **school jurisdiction**.

   The exceptions to this condition are:
   a) children who have spent less than the number of years in the program for which they are eligible for funding, i.e. receiving less than three years of Program Unit funding (PUF); or

   b) children who are not enrolled in an **Early Childhood Services (ECS) Program** until this age; or

   c) children who have been assessed as **developmentally immature**.

   In these circumstances when, in the opinion of the **school jurisdiction** and the **parent**, an **ECS Program** is appropriate, the individual is counted as a **child** under ECS.

Revised

5. Individuals 6 years or older, but less than 7 years old, who are **developmentally immature**, or who are **children** entering an **ECS** program for the first time, may be counted as **children** under Early Childhood Services.

   a) Under no circumstances can an individual be counted as both a **funded student** and as a **child** in the same school year.

   b) If the individual is both **developmentally immature** and has special needs, then the special needs take precedence over the immaturity and the individual is counted as a funded student for instructional funding.

6. The following conditions apply for students with mild or moderate special needs who are attending a **Designated Special Education Private School (DSEPS).**

   a) A **school jurisdiction** that directs a student to a **DSEPS** will pay all program costs that are not covered by funding provided by Alberta Learning to the **DSEPS**.

Revised

   b) The **DSEPS** must advise parents of the need to discuss their **child's** mild or moderate special needs eligibility and placement options with their **resident board** prior to enrolment in the **DSEPS**. After consulting with the resident **school jurisdiction** about a special education program for their **child**, parents may make an informed decision on the most appropriate placement for the **child**. If parents then choose to send their **child** to the **DSEPS**, enhanced funding of $8,555 will be paid directly to the **DSEPS**, with no cost to the **school jurisdiction**. These students must be coded by the **DSEPS** using the funding codes 110 and 500 with the applicable special needs 50s code (mild/moderate).

Revised

   If a parent enrolls their **child** in a **DSEPS** without consulting with the **resident board** on the **child's** eligibility for a special education program, the **DSEPS** will only be eligible for basic support funding of $5,243 (rather than enhanced funding of $8,555) for these students. Included in the basic support funding rate is funding for basic instruction, transportation and plant operation and maintenance. These students must be coded by the **DSEPS** using the funding code 500 with the applicable special needs 50's code (mild/moderate). The 110 code cannot be used for these students.

Revised

   The **DSEPS** will report all students enrolled in their schools to the Learner Records & Data Exchange (LRDE). **DSEPS** will also notify **school jurisdictions**, in writing, of their **resident students** who registered at the **DSEPS**. The **DSEPS** will also forward a copy of this notification to the Director of School Finance, Alberta Learning, confirming which students' parents discussed placement options with their resident **school jurisdiction** and which did not. This confirmation will determine the basis of Alberta Learning's payment to the **DSEPS** (i.e., enhanced funding or basic support funding).

vised

c) For students enrolled with a **school jurisdiction** on September 30 who transfer to a **DSEPS** after September 30 (or vice versa), funding must be transferred on a pro-rated basis based on a 10-month program. The funding transferred would be based on the months remaining in the school year. For example, if a student transfers to a **DSEPS** on December 1, funding would be transferred as follows:

   i) If the **parent** consulted with the **resident board** on the student's special education program, $5,988.50 would be transferred (7/10 X $8,555).
   ii) If the **parent** did not consult with the **resident board** on the student's education program, $3,670.10 would be transferred (7/10 X $5,243)

New

If the student returns to the **school jurisdiction**, the funding must then be returned by the **DSEPS** to the **school jurisdiction** on a pro-rated basis based on a 10-month program.

No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.

7. For students in grades 1 to 10, funding provided is based on enrolments as of September 30.

8. **Course Completions for Students in Grades 10 to 12**

Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

Revised

a) A regular course is considered completed for funding purposes when:

   i) a grade 10 student has received a final mark of 25 percent or greater in a course; or
   ii) a grade 11 or 12 student has received a final mark of 25 percent or greater in a course, and
      - has attended at least 50 percent of the classes in the course; or
      - has responded to instruction in at least 50 percent of the course content.

Revised

b) For courses delivered to students on-line or by distance learning, which do not require students to attend classes, the attendance funding criteria does not apply. Funding will be provided if the student has received a final mark of 25 percent or greater and has completed at least 50 percent of the course content.

c) Schools are required to maintain and retain records required to substantiate all funding claims as follows:

   i) For all regular courses, with the exception of Career and Technology Study (CTS) courses, schools must maintain records of course outlines, detailed assessment records, records for student work in the course, records of student withdrawal, student attendance, mid-term and final marks.

Revised ii) For CTS courses, schools must maintain records of course outlines and detailed assessments for student work in the course

Revised d) Basic instruction funding will be provided for **funded students** in grades 10 (full-time program funding), and grades 11 or 12 who attend **school** in another province with which the **school jurisdiction** has an agreement under Section 62 (2)(a)(iii) of the *School Act.*

e) Students are not restricted in the number of credits they can take in a school year.

New

9. Funding for Funded Students in Grades 10

Basic instruction funding for grade 10 students is based on the following:

New a) Grade 10 students taking a full-time program will be funded at $4,997 per student. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.

New b) Grade 10 students taking a partial program will be funded at $2,498.50 per student. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New c) Funding is provided to the school authority where the **funded student** was enrolled on September 30. If a **funded student** is enrolled in two or more **school authorities** on September 30, the priority school authority will receive the applicable funding (i.e., full-time program or partial program). See Section 8.1 for School Authority Priority Conflict Resolution details.

New d) If a grade 10 **funded student** transfers to another school authority after the September 30 **count date**, and if the student did not earn any credits with the first school authority, the second school authority will receive the applicable funding (i.e., full-time program or partial program).

New e) All grade 10 course credits earned with the priority school authority from September to June, where instruction is provided, and including those earned during regular school hours, weekends or evenings, provided through schools off-school site instruction, **Outreach Programs**, and Alberta Distance Leaning (ADL) courses, will be counted towards a full-time or partial program for funding purposes.

New f) For summer school course credits, which start and end during July and August, funding will be based on Credit Enrolment Units (CEUs). If a student completes grade 9 in June of a school year and takes a grade 10 course(s) in the following summer months, the courses will be paid for on a CEU basis and the credits will not count towards a full time or partial program for the September to June grade 10 school year. Instruction must be provided for a minimum of:

- 80 hours for a five credit course; or
- 48 hours for a three credit course.

the student taking the grade 10 summer course(s) must enter grade 10 in the September following the grade 9 year. If the student does not enroll in grade 10 in September, the CEU funding for the summer courses will be withdrawn.

Revised g) Full-time program funding ($4,997) is provided for grade 10 students with special needs who are 15 years of age or older on September 1. This funding is also provided for students in **Outreach programs** who are coded as having special needs.

Revised h) Grade 10 **funded students** enrolled in at least one of the following English as a Second Language (ESL) courses: ESL 1120, 1121, 1122, 1123, or 1125, will be funded at 17.5 credits per student per term ($2,498.50) or 35 credits per student for a full term ($4,997). The credits earned in another term during the grade 10 school year will be added to the 17.5 credits for the ESL term. If the credits for the two terms total 31 or more, full-time program funding of $4,997 will be provided.

Revised i) When two French as a Second Language (FSL) courses are taken in grade 10 in the same term, only one course will be counted for credit to determine full-time or partial program eligibility.

Revised j) Full-time program funding is provided for grade 10 **funded students** enrolled in approved Institutional programs (Code 550) on September 30.

vised k) Full-time program funding is provided for Alberta grade 10 **funded students** who are on a **reciprocal exchange program** approved by Alberta Learning.

Revised l) Full-time program funding is provided for Alberta grade 10 **funded students** enrolled with a Lloydminster school division on September 30.

New m) Credits must be submitted to Alberta Learning for the school year in which they were earned (i.e., credits earned in one year cannot be claimed in another year).

New n) Credits granted through **Challenge Assessments** for grade 10 students will not be counted towards a full-time or partial program for funding purposes.

o) Integrated Occupational Program (IOP) course credits will be counted towards a full time or partial program at 5/3 times each credit completed.

Revised p) Credits earned for senior high courses provided during weekends and evenings will be counted towards a full-time or partial program for funding purposes, if instruction is provided for a minimum of:

- 80 hours for a five credit course; or
- 48 hours for a three credit course.

Revised q) Credits earned for Registered Apprenticeship Program (RAP), Work Experience, Special Projects and other credit courses involving substantial off-campus instruction will be counted towards a full-time or partial program for funding purposes.

Revised r) Credits earned for repeated grade 10 courses will be counted towards a full-time or partial program for funding purposes as long as instruction is provided in accordance with the same requirements as the first time the course was taken. Credits for repeated courses taken, where the student previously received a mark of 100 percent in the course, will not be counted for funding purposes.

Revised s) Grade 10 course credits earned for locally developed senior high school credit courses, where instruction is provided will be counted towards a full-time or partial program for funding purposes.

Revised t) Grade 10 course credits earned for credit-bearing religious education courses, where instruction is provided will be counted towards a full-time or partial program for funding purposes.

Revised u) Grade 10 course credits earned for Special Projects 10 - 20 - 30 courses will be counted towards a full-time or partial program for funding purposes.

Revised v) Grade 10 course credits earned for courses completed with a final mark of 25 percent or more but failed by the student, based on the number of credits for the course taken will be counted towards a full-time or partial program for funding purposes.

w) Funding is provided on a full-time or partial program basis for students in grade 10 who take full year junior high courses; 5 credits will be counted for each course completed (form 02AL1.1a) towards a full-time or partial program for funding purposes.

x) Credits in ADL courses paid by a **school jurisdiction,** for students whose marks are reported by the ADLC, will be counted towards a full-time or partial program for funding purposes.

New y) Credits earned by a grade 10 student who enrolls in a school jurisdiction after the September 30 **count date**, if the student was not enrolled in any school authority in Alberta on or before September 30, will be counted towards a full-time or partial program for funding purposes.

10. Funding for Funded Students in Grades 11 and 12

Basic instruction funding for students in grades 11 and 12 is based on the following:

Revised a) Funding is provided on a Credit Enrolment Unit (CEU) basis for senior high school courses completed during regular daytime hours, weekends, evenings and the summer months, with a maximum of 60 CEUs funded per student per school year (September to August). For senior high school courses with a credit value of 3, funding is based on 2.5 CEUs. For courses with a credit value of 5, funding is based on 5 CEUs.

b) Funding is provided for credits in senior high school courses completed during weekends, evenings, and the summer months, if instruction is provided for a minimum of:
- 80 hours for a five credit course; or
- 48 hours for a three credit course.

c) Funding is provided for credits in Alberta Distance Learning (ADL) courses paid by a **school jurisdiction** for students whose marks are reported by the ADLC.

d) Funding is provided for RAP, Work Experience, Special Projects and other credit courses involving substantial off-campus instruction;

Revised

e) Funding is provided for repeated courses as long as instruction is provided in accordance with the same requirements as the first time the course was taken. Funding is not provided for students repeating courses where they previously received a mark of 100 percent in the course.

f) Funding is provided for high school credit courses completed that may not otherwise be counted towards a high school diploma (e.g. ESL 1125);

g) Funding is provided for credits earned through locally developed senior high school credit courses, where instruction is provided;

h) Funding is provided for credit-bearing religious education courses, where instruction is provided;

i) Funding is provided for credits in Special Projects 10 - 20 - 30 courses;

j) Funding is provided for students in senior high school who take full year junior high courses; the equivalent of 5 credits will be funded for each course completed (form 02AL1.1a);

Revised

k) For students with special needs who are 15 years of age or older on September 1 and classified as senior high students, funding is provided based on 35 CEUs. This funding is also provided for students in **Outreach programs** who are coded as having special needs.

l) Integrated Occupational Program (IOP) course credits will be counted at 5/3 times the regular CEU rate for each credit completed;

m) Students enrolled in at least one of the following ESL courses: ESL 1120, 1121, 1122, 1123 or 1125, will be funded at the rate of 17.5 CEUs per student per term or 35 CEUs for a full term. No additional funding is provided for other courses completed;

n) Funding is provided for credits granted through **Challenge Assessments** at 20 percent of the CEU value for the courses completed;

o) When two French as a Second Language courses are taken in the same term; only credit for one course will be funded;

p) Funding based on the Basic Instruction rate is provided for senior high school students enrolled in Institutional programs (Code 550) on September 30;

Revised

q) Funding is provided for courses that are completed but failed by students, on the basis of the number of credits for which the courses were taken;

r) Funding based on the Basic Instruction rate is provided for each Alberta **funded student** who is on a **reciprocal exchange program** approved by Alberta Learning; and

s) Funding based on the Basic Instruction rate is provided for Alberta **funded students** enrolled with a Lloydminster school division high school on Sept. 30.

11. Funding for Students In Integrated Occupational Programs (IOP)

New

a) To recognize the extra costs of providing an IOP program, the following funding is provided for those grade 10 **funded students** who are eligible IOP students:
   - $6,000 per funded IOP student in a full-time program. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.
   - $3,000 per funded IOP student in a partial program. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New

b) To be eligible for IOP funding, at least 50 percent of a grade 10 IOP student's total credits earned must be comprised of approved IOP credits.
i.e., For a student who completes 20 credits (no 5/3 adjustment), at least 10 or more credits must be approved IOP course credits for that student to be defined as an IOP student for funding purposes.

c) For **funded students** in grade 10, IOP course credits will be counted towards a full time or partial program basis at 5/3 times each credit completed.

New

d) To prevent **school authorities** from being negatively impacted by the change in grade 10 IOP funding, **school authorities** may write to the Director of School Finance Branch to apply for top up funding equivalent to IOP funding calculated using the 2001-2002 funding formula. The written request should be sent after September 1,2003, when the total credits earned are known. Requests will be reviewed on a case-by-case basis.

e) Students in grades 11 and 12 taking IOP courses will continue to be funded on a CEU basis.

12. Funding for Funded Students Taking Career and Technology Studies (CTS) Courses

a) Funding for all CTS courses is based on one CEU per course.

b) A one credit CTS course is considered completed for funding purposes if the student has responded to instruction in at least 50 percent of the course content. If a student withdraws after responding to 50 percent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.

Revised

c) To receive funding for a CTS course, prerequisite requirements for that course must be met (i.e. through successful completion or successful challenge of the pre-requisite course) in the same or prior school term. No funding will be provided for a CTS course if the student has not completed the pre-requisite(s).

Revised

d) Schools are required to maintain and retain course outlines and assessment records for student work that reflects access to and effort in work related to at least half of the course content for each one-credit course considered eligible for funding, including students who have a withdrawal or incomplete status.

Revised

e) **Schools** may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context. The following shall apply for this type of situation:

i) The teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course;

ii) Prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses;

iii) Information and counselling services make clear that registration in an integrated course is optional;

iv) Students have access to an additional 25 hours of instruction over and above that provided for the regular course within the regular instruction day. Instructional time does not include teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities;

v) Teachers offer each of the integrated courses in accordance with the approved programs of study;

vi) Students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component;

vii) The CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately;

viii) If a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first; and

ix) A student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

Revised

An "incomplete" status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete completion status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field when it has been determined that the student will not be returning in the following term to complete the course and if the funding criteria have been met. Schools are required to maintain and retain records required to support their claim for CEU funding.

A "withdrawal" status occurs when a student chooses not to complete a course and the school wishes to officially remove that course from the student record. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. Schools are required to maintain and retain records required to support their claim for CEU funding.

13. **Payment Not Provided for Funded Students in Grades 10 to 12**

Basic instruction funding for students in grades 10 to 12 is **not** provided for:

a) waived or retroactive credits;

b) maturity credits;

c) courses completed by non-**resident students** and **First Nations students** as defined in the Glossary of Terms;

d) high school credits taken by junior high school students (except for summer courses); this includes CTS courses completed by students in junior high school and Heritage Language high school credit courses;

e) post-secondary courses, including those that have been approved as locally developed courses;

f) credits granted through evaluation of out-of-province courses; or

g) extra-curricular or co-curricular activities, such as competing on an athletic team.

14. When a **student** meets the criteria of a **funded student** and is attending a **school** in Canada that is providing both an academic and an **activity program**, and a comparable program is not available in Alberta, and the **student** has been selected by **audition** to be part of the program he or she may be funded depending on individual circumstances. The **resident board** is required to have an approved tuition agreement under section 62(2) of the *School Act*. The tuition agreement must be approved by the **Minister** and should be submitted to the Assistant Deputy Minister of Corporate Services. Once a tuition agreement is approved, students are eligible for funding under this section only.

REQUIREMENTS

1) Basic instruction funding is based on:

   Revised a) Student registration information in grades 1 to 10 as of September 30 that is submitted to Learner Records & Data Exchange by October 3;

   b) Course completion information for students in grades 10 to 12 as follows:
      i) Student Information System for specific enrolment;
      ii) Student Records System / Course Information Database System (CIDS) for course marks;
      iii) **Schools** are required to maintain and retain for a period of 7 years, records of student attendance, mid-term and final marks, course outlines, detail assessment records for student work in the course and course withdrawal for students in grades 10 to 12.

   c) Student information on Form 02AL1.1b for students attending First Nations **schools**.

   d) Student information on Form 02AL1.1a for senior high students taking junior high courses.

2. Basic instruction funding for a **school jurisdiction** is calculated as follows:

   a) For grades 1 to 9, by multiplying the number of **funded students** enrolled on the **count date** by the basic instruction rate;

   New b) For grade 10, by multiplying the number of **funded students** enrolled on September 30 by the applicable program rate; and

   Revised c) For grades 11 to 12, by multiplying the completed CEUs by the CEU rate, with a maximum of 60 CEUs per student per school year (Sept. to Aug.).

3. Adjustments to enrolment data:

   a) If an adjustment is required to the enrolment data reported to Learner Records & Data Exchange on September 30, **school authorities** must ensure that changes are made to their modification file.

   b) After receiving your first RACERS data, any modification required can be submitted electronically using the Add Change Delete Form (Form 02AL1.1c) before the April 30 deadline.

4. Basic instruction funding for students attending **school** in another province will be based on:
   a) a copy of the agreement under Section 62(2)(a)(iii) of the *School Act*, and
   b) a letter indicating the student's name, birthdate and grade.

5. Basic instruction funding for students that are attending a First Nations school will be based on:
   a) a copy of an agreement under Section 62 (2)of the *School Act*; and
   b) Form 02AL1.1b.

CONSIDERATIONS

1. For grades 11 and 12, when a student transfers from one high school to another during a term in which a course is offered, the **school authority** that provided the majority of instructional minutes may request the funding from Alberta Learning.

2. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **school jurisdictions and charter schools**. The cost of the license, plus GST, is recovered from **school jurisdictions and charter schools** on a full-time equivalent student basis.

3. Edulink, a new multi-function data exchange software tool has been created to help **school jurisdictions and charter schools** and Alberta Learning simplify current data management and exchange processes.

   The Council of Alberta School Superintendents (CASS) and Association of School Business Officials of Alberta (ASBOA) have agreed their membership will provide the necessary funds to support Edulink for a three-year period –from September 2002 to August 2005. Alberta Learning will deduct 35¢ plus GST per **funded student** and **ECS child** on behalf of all participating **school jurisdictions and charter schools**. This deduction will be made in September and based on the prior year frozen **funded student** and **ECS child** count. The deduction will be reflected on the October funding statement. It is up to the individual **school jurisdictions and charter schools** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host **board**. This funding will provide for the annual maintenance budget but is not sufficient to pay for significant changes to the software.

New

4. The Alberta School Boards Association (ASBA) has asked Alberta Learning to deduct the ASBA membership fees plus GST from the instruction funding for most **school jurisdictions**. These deductions will be reflected on the October and April funding statements. The deduction is calculated by multiplying a weighted student count times a fee per student (set annually by the ASBA), plus a $6,500 basic fee charged to each **board**.

PURPOSE

This funding is provided to support an educational alternative for students who, due to individual circumstances, are not able to have their needs met in the traditional **school** setting.

CONDITIONS

New 1. The conditions and requirements outlined in Section 1.1 also apply for this section.

2. A **school jurisdiction** may receive Basic instruction funding to operate **Outreach Programs** for:

   a) senior high school **funded students** who are not able to attend or benefit from a program in a regular high school setting; and
   b) elementary and junior high **funded students** who are not able to attend or benefit from a regular program.

New 3. A **school jurisdiction** will receive $50,000 per year base operating funding for each **Outreach Program** to offset some of the higher costs associated with running an **Outreach Program**. The first 400 CEUs earned by the students will no longer be funded at double the regular CEU rate. The $50,000 is equivalent to funding provided by the double funded first 400 CEUs. Grade 10 students will be funded on the applicable full-time or partial program basis and Grades 11 and 12 students will be funded based on CEUs earned at the regular CEU rate.

New 4. For funded grade 10 students in an **Outreach Program**, funding is based on the applicable full-time or partial program funding rate.

5. For students with special needs in **Outreach Programs** who are 15 years of age or older on September 1, funding is provided as follows:
   a) full-time program funding for grade 10 students with special needs; and
   b) 35 CEUs for grades 11 and 12 students with special needs.

Revised To receive this funding for these students in **Outreach Programs**, they should be coded with the appropriate special needs code.

6. **Funded students** enrolled in home education, on-line or blended programs are not eligible for **Outreach Program** funding.

REQUIREMENTS

1. A **school board** operating an **Outreach Program** must develop, keep current and implement written policies and procedures for **Outreach Programs**. Policies must deal with Outreach student eligibility, attendance and expectations for student performance.

Revised

2. A **school board** wishing to operate a new **Outreach Program** must complete and submit Form 02AL1.1.1 *"Application to Operate a New Outreach Program"* to the Director of Special Programs Branch by May 31. Where an **Outreach Program** ceases to operate, the **Board** must immediately notify the Director of Special Programs Branch. Where the **Outreach Program** is operating as a **school**, the **Board** must notify the Minister of a **school** closure as per the Closure of Schools Regulation A.R. 238/97.

3. Outreach students must have access to a certificated teacher for the appropriate number of instructional hours, as described in the *Guide to Education*: ECS to Grade 12.

4. **Outreach Programs** must follow the *Alberta Learning Programs of Study* and may include locally developed junior high school or senior high school courses.

5. The **Outreach Program** must provide students with enhanced educational services that are in addition to distance learning courses and materials. Examples of such services are personal and career counseling, conflict resolution, anger management training and study-skills.

6. The **Outreach Program** must be offered in a stand-alone **facility** and **eligible students** must be coded as **Outreach Program students**. The **facility** must meet Alberta building, health and safety standards for **school buildings**. The **school board** must ensure that its liability insurance extends to the stand-alone **facility**.

CONSIDERATIONS

1. Students in an **Outreach Program** may also complete courses in a regular **school** environment.

2. For grade 10 students enrolled in one **school jurisdiction** on Sept. 30 who, after Sept. 30, transfer directly to an **Outreach Program** in a different **school jurisdiction**, the second **school jurisdiction** may apply to Alberta Learning for **Outreach Program** funding. A letter should be sent to the Director of the School Finance Branch outlining the student name and ID#, the date the student started in the **Outreach Program**, and any extenuating circumstances relevant to the funding. School Finance Branch will review applications and funding will be determined based on the merit of the application.

REFERENCES

Outreach Program Policy 1.1.4

SECTION 1.2
SEVERE DISABILITIES FUNDING

PURPOSE

This funding provides for programs that meet the special education needs of students with severe disabilities.

CONDITIONS

Revised

1. Funding will be provided to **school jurisdictions** based on an established profile of the jurisdiction that includes historical data of the numbers of students with severe disabilities, provincial patterns of overall student enrolment growth and projections for growth of the numbers of students with severe disabilities.

New

School jurisdictions may request an audit of their jurisdiction profile if there are significant increases or decreases to the number of students with severe disabilities by writing to the Director of the Special Programs Branch prior to November 30.

Revised

2. Funding for students with severe disabilities will be based on a jurisdiction profile but all of the following requirements will need to be maintained and implemented at the school level:

   a) Assessment and diagnosis by qualified personnel;
   b) Documentation/assessments of the student's current level of functioning in the learning environment;
   c) A current Individualized Program Plan (IPP) which addresses the student's diagnosed needs; and
   d) Identification of the levels of support and services being provided to the student.

3. **School jurisdictions** will use the following categories/codes and related definitions/criteria to determine a student's disabling condition for severe disabilities funding identification purposes:

Revised

➨ SEVERE COGNITIVE DISABILITY (Code 41)

A student with a severe cognitive disability is one who:

a) has severe delays in all or most areas of development.
b) frequently has other disabilities including physical, sensory, medical and/or behavioural.
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology.
d) should have a standardized assessment, which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the student preclude standard assessments; and

Revised

e) has scores equivalent to the severe to profound levels on an adaptive behavioural scale (e.g., AAMR Adaptive Behaviour Scale-School: Second Edition (ABS-S:2) Vineland Adaptive Behaviour Scales, Scales of Independent Behaviour - Revised).

➨ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

A student with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours, which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the student and other students; and

Revised

b) has a diagnosis of psychosis including schizophrenia or bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression; and may display self-stimulation, self-abusive or aphasic behaviour

and/or

c) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiant Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

Revised

A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: Attention-deficit/Hyperactivity disorder (AD/HD), Attention Deficit Disorder (ADD).

Revised

Note: Students diagnosed with Fetal Alcohol Spectrum Disorder (FASD) in the most severe cases should be reported under Code 44 rather than Code 42.

➨ SEVERE MULTIPLE DISABILITY (Code 43)

A student with multiple disabilities is one who:

a) has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination result in the student functioning at a severe to profound level; and

Revised b) requires significant special programs, resources and/or therapeutic services.

Students with a severe disability and another associated disability should be identified under the category of the primary severe disability.

A student with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.

A student with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild or moderate disabilities cannot be used in combination with other disabilities to qualify under Code 43:

a) Attention Deficit / Hyperactivity Disorder (AD/HD)
b) Learning Disability (LD)
c) Emotional Behavioural Disabilities
d) Speech and Language Related Disabilities

➨ SEVERE PHYSICAL OR MEDICAL DISABILITY - including Autism (Code 44)

A student with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment); and

Revised b) requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made, the student needs to demonstrate impairment in the following areas:

a) Social interaction;
b) Communication; or
c) Stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

Revised

A student diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FASD. Students with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention and concentration, will need extensive intervention and support.

➨ **DEAFNESS** (Code 45)

Revised

A student with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication, or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
b) requires extensive modifications and specialized educational supports; and
c) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a student has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

➡ BLINDNESS (Code 46)

A student with severe vision impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a student has a severe to profound visual impairment that has not changed significantly, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those students who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

REQUIREMENTS

Revised

1. **Funded students with severe disabilities** included in the profile must receive three or more of the following levels of support:

   a) a minimum 0.5 FTE specialized one-on-one instruction/intervention (e.g., teaching assistant time);
   b) specialized or adaptive equipment;
   c) assistance for basic care (e.g., toileting, grooming, catheterization);
   d) frequent documented monitoring of medical and/or behaviour status; and,
   e) direct therapeutic service at cost to the system (e.g., behaviour specialist, orientation and mobility specialist).

2. **School jurisdictions** must develop and implement an **Individualized Program Plan** (IPP) supported by appropriate medical, psychiatric, psychological or other professional documentation for each **funded student with a severe disability** identified and attending a **school** of the jurisdiction.

   Alberta Learning will continue to monitor student's IPPs and supports and services provided for students with severe disabilities.

Revised

3. **School jurisdictions** must report students with severe disabilities as of September 30, to Learner Records & Data Exchange by October 3. **School jurisdictions** must also send a copy of this information to the Special Programs Branch by October 3.

Revised

4. Students who are registered with one **school jurisdiction** on September 30 and who then move to another **school jurisdiction** after September 30, are not eligible for additional funding because the jurisdiction profiles include accommodation for student movement over the course of the year. This would also apply to students who move from an institution (i.e., a hospital program, young offender centre, etc) or from out of province to a **school jurisdiction** after September 30.

5. **School jurisdictions** are required to report expenditures for students with severe disabilities.

New

6. A **school jurisdiction** that directs a student with severe disabilities to another **school authority** is responsible for all educational program costs that are not covered by funding provided by Alberta Learning to the **school authority** providing the student's program.

CONSIDERATIONS

New

1) Students with a severe disability who transfer after September 30 from a **school jurisdiction** to a **private school** will be funded through pro-rated funding, based on the March 1 count, provided by Alberta Learning to the **private school**. **School jurisdictions** will not be required to transfer funding to the **private school**.

New

2) For students with severe disabilities registered with a **private school** on September 30, who transfer to a **school jurisdiction** after September 30, severe disabilities funding will be transferred by the **private school** to the **school jurisdiction** on a pro-rated basis, based on a 10-month program year. (i.e., for a student who will be in the **school jurisdiction** for 6 months, 6/10 of severe disabilities funding would be transferred from the **private school**.)

SECTION 1.3
ENGLISH AS A SECOND LANGUAGE FUNDING

PURPOSE

This funding is provided to assist students who have insufficient fluency in English to achieve grade level expectations in English language arts and other subject areas.

CONDITIONS:

1. A **school jurisdiction** may receive ESL funding for each eligible **funded student** in grades 1 to 12. It is expected most students would have sufficient fluency in English to access regular programming after three years, although some students may require additional time.

2. Foreign-born students eligible for ESL funding:

   a) have recently immigrated to Canada;
   b) have minimal English or are non-English speaking; and
   c) are receiving ESL services.

Revised 3. Canadian-born students eligible for ESL funding:

   a) have homes in which the primary spoken language is not English;
   b) have minimal English or are non-English speaking; and
   c) are receiving ESL services.

REQUIREMENTS:

1. **School jurisdictions** are required to identify ESL students as either Canadian-born or foreign-born for monitoring purposes.

Revised 2. ESL funding is based on student registration information for grades 1–12 as of September 30 of the current school year that is submitted to the Learner Records & Data Exchange by October 3.

Revised 3. **School jurisdictions** that claim ESL funding must provide services to ESL students that:

   a) address their language, cultural and learning needs;
   b) enable them to access regular programming and become integrated in the school and community environment as soon as possible; and
   c) are quantifiable, e.g., a special class, pull-out service, identifiable services provided in a regular classroom and adapted for the individual student.
   A reduction in class size, by itself, is not an ESL service.

CONSIDERATIONS:

Funded students enrolled in **home education**, **blended programs**, **outreach programs** or **on-line programs** are not eligible for funding under this section.

SECTION 1.4
ENHANCED OPPORTUNITY FUNDING

PURPOSE

This funding is provided to meet the educational needs of students in grades 1 to 12 who are economically or socially disadvantaged.

CONDITIONS

New 1. Funding is provided only for projects approved by Alberta Learning.

Revised 2. Projects that may be considered for funding must be in **schools** where 50 percent or more students are affected by one or more of the following primary factors and secondary indicators:

Primary factors

- high incidence of low income;
- high incidence of single parent families;
- high incidence of unemployment or under-employment;
- high frequency of changes in residence;
- high incidence of recent arrivals in Canada and low parental facility with the language of instruction;
- high incidence of crime;
- difficult access to services for students.

Secondary indicators

- high incidence of alcohol/drug abuse;
- high incidence of violence;
- evidence of poor nutrition;
- limited education and job skills of parents;
- crowded living conditions.

New 3. Funding approved for an Enhanced Opportunity Project (EOP) will be determined based on the above criteria and on the appropriateness of the proposed program plan including expected outcomes, strategies, community involvement, evaluation and reporting procedures.

Revised 4. Funding may be provided for projects in up to 15 percent of the **schools** in each **school jurisdiction**. School jurisdictions shall set priorities for the project proposals they submit to Alberta Learning. Approval for projects will be based on jurisdiction priorities and the extent to which the proposals meet conditions #2 and #3.

5. Funding is allocated to **school jurisdictions** for a three-year period.

New

6. Each EOP project is eligible for funding to a maximum of $21,000. School jurisdictions may apply for more than one project for schools meeting the primary factors and secondary factors.

REQUIREMENTS

1. Funding for the four large urban boards in Calgary and Edmonton has been approved for 2000/2001 to 2002/2003.

   Funding for boards other than the four large urban jurisdictions has been approved for 2001/2002 to 2003/2004. Further requests for funding are made on Form 02AL1.4 and may be submitted to School Finance by May 31 during each of the three years of funding. These requests will be put on a waiting list pending available funding.

2. Submissions for project funding will outline:

   a) the type of intervention(s) and its consistency with the needs of the intended participants;
   b) time frame;
   c) the number of students involved;
   d) the budget, including the extent to which funding is supporting staff, other administrative needs and other indirect services;
   e) the extent to which **parents** and community members and organizations were involved in developing and planning the proposal and will be assisting in its implementation;
   f) the description of co-operative arrangements made with other public and private agencies;
   g) the results expected; and
   h) the assessment strategies.

3. **School jurisdictions** that receive Enhanced Opportunity Funding will provide the programs and services identified in their project submissions. Funding for enhanced opportunity projects may be adjusted based on a review of final expenditures by Alberta Learning.

4. **School jurisdictions** that received funding for EOPs will report results annually in the jurisdiction *Annual Education Results Report.*

SECTION 1.5

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION FUNDING

PURPOSE

Revised This funding is to provide programs and services to supplement the educational needs of First Nations, Métis and Inuit learners in ECS – Gr. 12.

CONDITIONS

1. New A **school jurisdiction** may receive First Nations, Métis and Inuit Education funding for approved programs that provide direct services for First Nations, Métis and Inuit students. Programs must be approved for funding by the Director, Aboriginal Services Branch.
2. New Consistent with the First Nations, Métis and Inuit Education Policy, programs must focus on achieving the following outcomes:
   - Improved First Nations, Métis and Inuit learner success;
   - Improved school staff and students' understanding and knowledge of First Nations, Métis and Inuit languages, cultures and contributions; and
   - Increased First Nations, Métis and Inuit parental and community involvement.
3. New The amount of funding is based on the number of First Nations, Métis and Inuit students served by the school jurisdiction according to a scale determined by Alberta Learning.
4. New Program approval must be obtained on an annual basis.
5. New A **school jurisdiction's** funding allocation will be adjusted to include any unexpended funds from previous years.

REQUIREMENTS

1. Revised All **school jurisdictions** currently operating Native Education Projects, must submit First Nations, Métis and Inuit Education Program Plans for 2002-2003 to the Director, Aboriginal Services Branch by September 15, 2002, using criteria from the First Nations, Métis and Inuit Education Program Guide.
2. Guidelines and procedures for submission and approval of future program plans will be provided during the 2002-2003 school year.

Revised 3. Improved results must be achieved for funding to continue in subsequent years.

New 4. **School jurisdictions** must summarize the program results achieved in the Annual Education Results Report and report the funds expended in the Audited Financial Statements by November 30.

REFERENCES

Policy, Regulations and Forms Manual

First Nations, Métis and Inuit Education Program Guide

The First Nation, Métis and Inuit Education Policy Framework

Guide to School Board Planning and Results Reporting

PURPOSE

Revised

This funding provides for education programs for students placed in **institutions** such as hospitals, young offender centres, treatment centers, youth assessment centers, and women's shelters.

CONDITIONS

1. **School jurisdictions** authorized to provide an education program in an institution operated or approved by the Government of Alberta may qualify for institutional program funding. Funding is provided for students who reside in an institution or a group home with an educational program approved by Alberta Learning and who are:

   a) in the custody of Alberta Justice under the *Corrections Act*, the *Corrections and Conditional Release Act* (Canada), the *Young Offenders Act* (Canada), or

   b) in the custody of a director of Child Welfare, or have a guardian appointed under the *Child Welfare Act*, or

   c) in long term medical care with a Regional Health Authority, or

   d) a temporary resident of a women's shelter and requires protection from physical, psychological or sexual abuse.

   These are students who have been placed in the institution because they require care and protection, or they pose a danger to themselves or others, or they require extensive treatment and therapy.

2. **School jurisdictions** must have approval from the **Minister** and a contract/agreement with Alberta Learning in order to provide an educational program to students in the institution. Application for program approval should be submitted to the Director of the Special Programs Branch of Alberta Learning.

New

3. Institutional funding will only be provided for eligible students who:

   a) Reside in the institution; and
   b) Are deemed to be resident students of the government as defined in section 44 of the School Act and as outlined in condition #1; and
   c) Must receive their education program in the institution because they are not able to attend a local community school or the local community school cannot provide an appropriate program.

Alberta Learning will not provide funding to cover the education program costs for non-eligible students attending institutional programs as outlined above (i.e., students who do not reside in the institution and/or who are not resident students of the government). These would include day students, students placed by the school authority providing the institutional program, tuition students from another school jurisdiction, or tuition students from out-of-province.

Revised 4. Students with severe disabilities who reside in an institution will be funded through Institutional Program funding.

REQUIREMENTS

School jurisdictions with a contract or approval to provide an education program in an institution are required to:

1. Ensure all eligible institutional students are registered as grants program code 550, in order to receive Institutional Program Funding for the students.

Revised 2. Submit a budget of reasonable and eligible costs using form 02AL1.6 to the School Finance Branch by April 30 for the following school year. See Requirement #10 for further instructions.

Revised 3. Any significant changes to an approved budget must be submitted with a letter explaining the need for additional funds to the Special Programs Branch for approval.

Revised 4 Submit a statement of actual program costs and revenues using form 02AL1.6 to School Finance Branch by October 15 of the following school year. Funding will be based on the net actual cost of providing the program for costs approved on the budget. See Requirement #10 for further instructions.

New The Special Programs branch may request explanation for cost categories where actual costs significantly exceed the approved budget amount for that category.

5. Keep a daily attendance record for all students.

6. Submit an Annual Institutional School Profile Report form for the previous school year to the Special Programs Branch by October 15.

7. Ensure that the program provided in the institution is of comparable quality to other school programs provided by the **school jurisdiction**. The institution's educational program shall be considered an integral part of the **school jurisdiction** and subject to the same level of planning, evaluating and reporting required by provincial and local policy.

New 8. For approval of new institutional programs, school jurisdictions must send a written proposal, which provides a description of the program, and a budget to the Director of the Special Program Branch by May 1 of the school year previous to the school year being applied for.

Revised

9. For confidentiality and safety reasons, Women's Shelter programs are not required to submit a listing of student names and student ID numbers with their final costs. However, if the program has claimed Basic Instruction funding for these students, this revenue should be shown on the budget and final forms.

New

10. **Instructions for Completion of 2002-2003 Institutional Funding Applications**

Important: There **are two categories of institutional programs - Regular and Mixed programs**. Regular institutional programs only have institutional students (i.e. students who were placed in the institution by a government agency and they reside in the institution). Programs of this type should complete the Regular Institutional Program form.

Mixed institutional programs have both institutional students and non-institutional students. Non-institutional students are students who were not placed by a government agency and do not reside in the institution (i.e. day students, students placed by the school jurisdiction, tuition students from another school jurisdiction or tuition students from out-of -province.) Programs of this type should complete the Mixed Institutional Program form.

Instructional Salary Costs

a) Certificated Salaries & Benefits: teacher/school administration salaries and benefits.
b) Uncertificated Salaries & Benefits: teacher assistants and office staff.
c) Substitute Teacher(s): costs for substitute teachers when teachers or teacher assistants are not in school.

Supplies and Services Costs

a) Professional Development: staff training, conferences, and in-services.
b) Educational Supplies: materials & resources which students/teachers require for the educational program, such as textbooks, notebooks, videos, pens/pencils etc.
c) Educational Services: costs for educational or psychological assessments directly related to providing the educational program such as reading, math, I.Q., fine motor/gross motor.
   Note: Counseling, therapy or psychiatric services are not to be included in this category as these are the responsibility of the government agency operating the institution.
d) Office Supplies: materials for the administration of the school program such as paper, pens, binders, files.
   Note: Office capital equipment such as audio-visual equipment, copiers, staff computers, furniture, fixtures for the classroom or office are not to be included in this category as these costs are the responsibility of the government agency operating the institution.

3. Technology Costs

Computers and computer upgrades, peripherals (printers for instructional use, peripherals for special needs students), technical support, and software for teacher and student use that supports the learner outcomes identified by Alberta Learning.

Technology costs will be calculated using the lesser of the following amounts:

a) Actual costs, or
  (i) For regular institutional programs that have only institutional students, $500 X the daily average number of students (line D of the budget form), or
  (ii) For mixed programs (i.e. programs with institutional students and non-institutional students), $500 X the daily average number of institutional students (line E of the budget form), or
b) Maximum of $10,000 total per year. Requests over the maximum amount require prior approval from the Education Manager for Institutions at the Special Programs Branch.

Revenues:

Please list the Basic Instruction revenues you received (or plan to receive) for the institutional students who were enrolled on September 30 (note: these students should be coded as 550 in order to receive funding). List other funding you received for institutional students in your program, but do not include any Institutional Funding payments you have received. Also, do not include System Administration funding, as this funding is provided to cover central office/system administration costs (which are not to be included on this budget). For Mixed Institutional programs, please ensure that the revenues reported are only for institutional students. Revenues for non-institutional students should not be included.

Average Number of Students Enrolled:

To calculate the average number of students enrolled:

Step 1: Determine the number of students enrolled **for each month** that the program operated. Note: students who are enrolled for more than one month will be counted for each month attended (i.e. if a student attends the program for 3 months, then the student would be counted for each of the 3 months attended). For 2002-2003 Budgets, please use monthly enrolments from the 2001-2002 school year. For 2002-2003 Finals, please use monthly enrolments for the 2002-2003 school year.
Step 2: Add up the enrolments for each month to get an annual total.
Step 3: Divide the annual total by the number of months the program operated to determine the average number of students enrolled.

Average Number of Institutional Students Enrolled: (Mixed Programs only)

Use same formula as above for average number of students enrolled except only use the number of institutional students and do not include the non-institutional students who are enrolled.

PURPOSE

Revised

This funding is for designated **school jurisdictions** to provide school authorities with access to subsidized assessment and consultation services for students identified as sensory impaired multi-handicapped (SMH).

CONDITIONS

The process and criteria (funding and program) are currently being reviewed as part of an overall review of the regional assessment services program.

1. **Funded students** are eligible for regional assessment services if assessed and identified as being SMH. In order to be considered as SMH, students must have two of the following three categories of handicapping conditions:

   Category 1 - Visual Impairment

   The student presents a visual impairment of such severity that he/she requires adaptation in the methods of presenting learning materials, the type of learning materials used or the learning environment.

   Category 2 - Hearing Impairment

   The student presents a hearing impairment of such severity that he/she is unable to hear spoken language either with or without amplification or hears imperfectly with amplification and the student requires specialized learning methods and materials for the development of speech and language; such hearing loss would be considered moderate or greater than moderate.

   Category 3 - any one or more of the following disabling conditions:

   a) A medical condition or physical disorder creating a requirement for personal assistance for day-to-day functioning, or creating a requirement for physiotherapy or occupational therapy as determined by a therapist qualified in the appropriate discipline;

   b) Inappropriate behaviour patterns which are sufficiently severe as to interfere with learning or social development; or

   c) Developmental, educational and social delay resulting from biological, genetic or environmental causes.

d) Severe to Profound Communication Disordered

A student qualifies for service in this category in one of two ways:

(i) Non-Verbal Cognitive versus Communication Skills
Non-verbal cognitive skills are assessed as being at least half of the student's chronological age and one global area of communication (expressive/receptive) is depressed by half or more of the non-verbal age equivalency; or

(ii) Scattered Performance in Communication Skills
Non-verbal cognitive skills are assessed at a minimum of half the chronological age and one area of communication is reduced by half or more of the age equivalencies in other areas of communication.

e) Severe to Profound Behaviour Disordered (Autism)

A student who is severely behaviour disordered exhibits the following characteristic behaviours:

(i) a disturbance of affect;
(ii) a disturbance of developmental rates and sequences;
(iii) an apparent disturbance of perception;
(iv) a disturbance of speech and language.

The behaviour excesses and deficiencies exhibited by individuals with a severe to profound behaviour disorder may necessitate individualized, structured educational programming. Students with this disorder require close and constant adult supervision. Diagnosis must be by a chartered psychologist or psychiatrist.

The terms 'multi-handicapped' or 'handicapping condition' are used in this section of the Manual in accordance with current contract terminology.

2. The Réseau Provincial D'adaptation Scolaire will serve funded students who are sensory impaired multi-handicapped and students who have a mild, moderate or severe disability.

Revised

3. Funding provided is based on the lesser of the net actual total costs (as outlined in the audited financial statement) or the approved budget amount provided by Alberta Learning.

REQUIREMENTS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services will use Regional Teams to provide the following services to sensory impaired multi-handicapped (SMH) students referred by **school jurisdictions**:

   a) Assessment
   Revised
   This process includes individual diagnosis of an individual's specific ability, level of functioning and specific educational needs.

   b) Consultation
   To complement education program recommendations made throughout the assessment process, the specialists may confer with teachers, **parents** and other school personnel. Teachers and/or support staff may request assistance in developing specific education programs or advice on education issues concerning students with special needs.

   c) In-service
   A wide range of in-service and staff development activities are available to teachers, paraprofessionals, administrators, professional colleagues and **parents**. Given the varied experience and expertise of the consultants, workshops may be tailored to the specific needs of the group.

2. A rate of $35 per hour will be charged for services provided to **school authorities.**

3. New **School jurisdictions** designated to provide regional assessment services will provide services to eligible SMH students before offering services to students with needs who fall outside the contracted mandate. Regional assessment services may be offered to non-SMH students if they can be accommodated within the budget developed.

4. New **School jurisdictions** designated to provide regional assessment services will be informed by letter from the School Finance Branch by March 31 of their funding allocation from Alberta Learning for the next school year.

5. Revised The **school jurisdictions** designated to provide regional assessment services will submit a budget to the Special Programs Branch by April 30, indicating projected expenditures and revenues for the assessment consultation services for the upcoming school year. The budgeted expenditures shall not exceed the total revenues projected (i.e. the total of funding provided from Alberta Learning plus the projected revenues from fees).

   New **School jurisdictions** should also identify any extraordinary items requiring additional funding and provide a written rationale for the request. This should be submitted with the budget.

Revised

6. The designated **school jurisdictions** will provide, to the School Finance Branch, an audited financial statement in respect of the revenues and expenditures associated with the provision of services on or before November 30 of each year for the previous school year ended.

7. The designated **school jurisdictions** will provide an annual report to the Special Programs Branch by November 30 for the previous school year.

CONSIDERATIONS

1. The **school jurisdictions** designated by Alberta Learning to provide regional assessment services are:

    a) Calgary School District #19 – R.E.A.C.H.
    b) Edmonton School District #7 – Belvedere Consulting Services
    c) Grande Prairie School District #2357 – C.A.S.E.
    d) Greater North Central Francophone Education Region #2 (for **francophone authorities** only) – Réseau Provincial D'adaptation Scolaire

2. For referral information in the following zones, the contact schools are:

ZONE 1

C.A.S.E.
Crystal Park School
9315 - 116 Avenue
Grande Prairie, Alberta
T8V 6L5
Phone: (780) 539-0333
Fax: (780) 539-7613
E-mail: cpark@gppsd.ab.ca

ZONE 2, 3 and 4

Belvedere Consulting Services
Edmonton Public Schools
Belvedere School
13559 - 62 Street
Edmonton, Alberta
T5A 0V5
Phone: (780) 478-4088
Fax: (780) 476-2022
E-mail: belvedere@epsb.edmonton.ab.ca

ZONE 5 and 6

REACH Services
Emily Follensbee Centre
5139 - 14 Street SW
Calgary, Alberta
T2T 3W5
Phone: (403) 777-6983
Fax: (403) 777-6997
E-mail: ddmorgan@cbe.ab.ca

Services for Francophone Authorities

Réseau Provincial D'adaptation Scolaire
206, 8627 – 91 Street
Edmonton, Alberta
T6C 3N1
Phone: (780) 487-3200
Fax: (780) 487-3434
E-mail: sgareaukubicki@csrcn.ab.ca

3. Contracts with designated **school jurisdictions** are negotiated individually by Alberta Learning to address the unique needs of their service areas including services to students in **francophone authorities**.

New

4. The Administrative Allowance, provided to cover jurisdiction costs associated with administering this service, will be provided for by System Administration Funding. Costs for this category should no longer be included on the financial statements.

PURPOSE

This funding assists **school jurisdictions** in sparsely populated areas of the province to provide instruction to meet the learner expectations of students in smaller **schools**.

CONDITIONS

1. The following factors are used to determine whether or not a **school jurisdiction** qualifies for sparsity funding:

   - The geographical area, in square miles, of a **school jurisdiction** divided by the number of **funded students** has to be greater than 0.25 and less than or equal to 3.0.

   OR

   - If the number of **funded students** is greater than 6,000 and the number of rural students is greater than 25 percent but less than 50 percent, the area divided by the number of **funded students** has to be greater than 0.07 and less than or equal to 3.0;

   AND

   - A **school jurisdiction** that serves 2,000 or more **funded students** uses the number of **funded students** that attend schools in population centres of less than 2,000.
   - Phase In: For **schools** located in population centres greater than 2,000, the sparsity rate will be lowered by $1.00 per extra person in the calculation for those schools only.
   - A **school jurisdiction** that serves fewer than 2,000 **funded students** uses the number of **funded students** that attend **schools** in population centres of less than 5,000.
   - Phase In: For **schools** located in population centres greater than 5,000, the sparsity rate will be lowered by $1.00 per extra person in the calculation for those **schools** only.
   - Phase In: The sparsity rate will be reduced by $1.00 for each **funded student** over the 2,000 **funded student** base.

   Sparsity Funding for **school jurisdictions** is calculated as follows:

   Sparsity Funding = (Sparsity factor - 0.25) X number of **funded students** in population centres less than 2,000 X Sparsity rate

2. A **school jurisdiction** will receive sparsity funding for a maximum sparsity factor of 3.0.

3. A **school jurisdiction** serving fewer than 2,000 **funded students** may receive funding for students in all **schools** located in population centres less than 5,000.

-	**Funded students**	1,980
-	**Funded students** attending **schools** in population centres of less than 5,000	1,015
-	Area	3,798 square miles
-	Sparsity rate	$549

Calculation:

Sparsity factor = 3,798 ÷ 1,980 = 1.918

Sparsity funding = (1.918 - .25) X 1,015 X $549
= $929,468

4. A **school jurisdiction** serving more than 2,000 **funded students** may receive funding for students in all schools located in population centres less than 2,000.

-	**Funded students**		3,467
-	**Funded students** attending **schools** in population centres of less than 2,000		
	School A	960}	2,052
	School B	1,092}	
-	Area		3,798 square miles
-	Sparsity rate		$549

Calculation:

Sparsity factor = 3,798 ÷ 3,467 = 1.095

Sparsity funding = (1.095 - .25) X 2,052 X $549
= $951,933

5. If a **school jurisdiction** serves more than 2,000 **funded students**, it may include schools using the 5,000 population centre criteria provided they reduce the jurisdiction sparsity rate by $1.00 for every **funded student** over 2,000.

-	**Funded students**	2,089
-	**Funded students** attending **schools** in population centres of less than 5,000	1,275
-	Area	1,825 square miles
-	Sparsity rate	$549

Calculation:

Sparsity factor = 1,825 ÷ 2,089 = .874

Sparsity funding = (.874 - .25) X 1,275 X ($549 - (2,089-2,000))
= $365,976

6. If a **school jurisdiction** has a **school** in a population centre which is over the population threshold, it may include that **school** provided they reduce the sparsity rate, for that **school** only, by $1.00 for each person above the population threshold.

Sparsity funding using a sample jurisdiction serving more than 2,000 **funded students**, but with **schools** in population centres over the population threshold of 2,000 would be calculated as follows:

- **Funded students**	2,015
- **Funded students** attending **schools** in population centres of less than 5,000	1,015
- **Funded students** attending a **school** in a population centre of 2,030	600
- Area	578 square miles
- Sparsity rate	$549

Calculation:

Sparsity factor = 578 ÷ 2,015 = .287

Sparsity funding = (.287 - .25) X 1,015 X $549
= $20,618

PLUS

Sparsity funding = (.287 - .25) X 600 X ($549 - (2,030 - 2,000))
= $11,522

Total Funding = $20,618 + $11,522 = $32,140

In this example, the jurisdiction receives the total funding under the original formula, as well as additional funding at a reduced rate for the school in the population centre over the population threshold.

7. A **school jurisdiction** serving more than 6,000 students, of which more than 25 percent but less than 50 percent are **funded students** attending schools in population centres of less than 2,000, will receive sparsity funding if its sparsity factor, determined by dividing the area of the **school jurisdiction** by the number of **funded students**, is greater than 0.07.

Sparsity funding for a **school jurisdiction** serving more than 6,000 students of which 31 percent are rural students is calculated as follows:

- **Funded students**	13,662
- **Funded students** attending schools in population centres of less than 2,000	4,239
- Area	1,934 square miles

Calculation:

Sparsity factor = 1,934 ÷ 13,662 = 0.142

Sparsity funding = (0.142 - 0.07) X 4,239 X $549
= $167,559

8. To recognize the dispersion of students for a francophone authority, the area of each francophone education region will be determined by assigning a 302 square mile attendance area for each school it operates.

REQUIREMENTS

1. A **school jurisdiction** that receives sparsity funding will provide adequate programs for students in smaller **schools**.

2. A **school jurisdiction** is not required to apply for sparsity funding; Alberta Learning determines a **school jurisdiction's** eligible funding using the geographical area and student enrolment information for the **school jurisdiction**.

DISTANCE

PURPOSE

Funding for distance assists **school jurisdictions** located outside of urban centres to meet the learner expectations of students in **schools** with above average instruction costs.

CONDITIONS

1. The central administration office of a **school jurisdiction** is located at least 40 kilometres from one of the following urban centres: Calgary, Edmonton, Lethbridge, Medicine Hat, or Red Deer.
2. Funding is provided to **school jurisdictions** for the distance between the central administration office and the **schools** they serve.
3. Revised The following school categories are excluded from the school distance calculation portion of the formula: Outreach schools/programs, Hutterite Colony schools, Home Education programs, and **institutions**.

REQUIREMENTS

1. A **school jurisdiction** is not required to apply for distance funding; Alberta Learning determines a **school jurisdiction's** eligible funding using distance and student enrolment information.

CONSIDERATIONS

1. The higher than average living costs recognized for the City of Fort McMurray are addressed using a distance rate for **school jurisdictions** in Fort McMurray that is three times the distance rate set by Alberta Learning.
2. The location of a **school jurisdiction's** central administration office is that reported to the Governance and Program Delivery Branch and included in the current Alberta School Jurisdiction List.
3. Distance is measured from the location of a **school jurisdiction's** central administration office to the centre of the nearest of Edmonton, Calgary, Red Deer, Lethbridge or Medicine Hat using the most direct route via primary **highway** as shown on the current Travel Alberta Road Map. If the **school jurisdiction's** central administration office is not located on a primary **highway**, then the shortest route on a secondary road is used.
4. Distance funding is paid for any kilometres after the first 40 kilometres between a **school jurisdiction's** central administration office and the closest of the urban centres listed. In addition, distance funding is calculated for each **school** whose distance between their central administration office and the **school** is more than 25 kilometres. Distance is measured from the location of a **school jurisdiction's**

central administration office to each **school** by the most direct route on a travelled road or **highway**.

5. The following formula is used to calculate distance funding for **school jurisdictions**:

Distance Funding	=	(Distance - 40) jurisdiction central office to urban centre	X	Number of funded students	X	School Jurisdiction Distance rate
		+				
		(Distance - 25) jurisdiction central office to school	X	Number of funded students	X	School Distance rate

Using this formula, distance funding for a sample **school jurisdiction** would be calculated as follows:

Distance between **school jurisdiction,** central office and urban centre	200	km
School jurisdiction funded students	2,100	
School jurisdiction distance rate	$ .43	
Distance between **school jurisdiction,** central office and **school**	99.4	km
Funded students at the **school**	100	
School distance rate	$ .30	

Calculation

Distance Funding From Central Office
= (200 - 40) X 2,100 X $ .43
= 160 X 2,100 X $ .43
= $144,480

Distance Funding For Each **School**
= (99.4 - 25) X 100 X $ .30
= 74.4 X 100 X $ .30
= $2,232

Total Distance Funding

Distance from Central Office =	$144,480
Distance from Each **School** =	$ 2,232
Total	$146,712

PURPOSE

This funding is provided to employ more teacher assistants, thereby providing teachers with additional resources so that they can better plan and deliver instruction to individual students and groups of students.

CONDITIONS

1. Funding will be made available on a per funded student basis to **school boards** based on their current year enrolment for students enrolled in grades 1 to 6 inclusive who attend a **school** operated by the **board**.

REQUIREMENTS

1. A **school board** must provide teacher assistants in some or all of its grades 1 to 6 programs.
2. A teacher assistant must work under the supervision of a teacher in accordance with the *School Act*, Section 18.
3. **School jurisdictions** must keep a record of how the funding was utilized. The funding should be used to employ more teacher assistants. If the **school jurisdiction's** program objectives have been met and not all the funding was utilized, the remainder of the funding may be utilized for other programs.

Revised

REFERENCES

Policy, Regulations and Forms Manual

SECTION 1.10
EARLY LITERACY FUNDING

PURPOSE

This funding is provided to address the needs of students in grades 1 and 2 who are experiencing difficulties in developing reading readiness and early literacy skills. This will provide **school boards** with additional human resources that may be flexibly deployed as long as the ultimate benefit of any assignment serves to enhance the early literacy skills of those students identified as at risk.

This funding will also provide early literacy resources and in-service for teachers, other staff and volunteers deployed as part of a **board's** Early Literacy program.

CONDITIONS

1. A **school jurisdiction** may receive Early Literacy funding for programs provided for **funded students** in grades 1 and 2.
2. Funding will be based on the current year enrolments in grades 1 and 2.
3. **School jurisdictions** must use at least 85 percent of the funding to hire additional human resources to support classroom teachers in giving students at risk the special help and attention they need. The remaining funding up to a maximum of 15 percent may be used to purchase early literacy resources, and provide in-service for **parents**, and for teachers, or other staff deployed as part of the **board's** Early Literacy program.

REQUIREMENTS

1. A **school jurisdiction** that receives funding for Early Literacy must provide the program and ensure that there is flexibility in delivery of the program so that all grade 1 and 2 students in the **school jurisdiction** who need early literacy assistance have access to the program.
2. A **school jurisdiction** that receives funding for Early Literacy must employ additional human resources and may do so under employment conditions the jurisdiction deems most appropriate.
3. **School jurisdictions** must keep a record of this funding and its expenditures. If the **school jurisdiction's** program objectives have been met and not all the funding was utilized, the remainder of the funding may be utilized for other programs.

Revised

4. **School jurisdictions** will be required to report revenues and expenditures in their audited financial statements.

SECTION 1.11
LEARNING RESOURCES CREDIT FUNDING

PURPOSE

A credit for learning resources at the Learning Resources Centre (LRC) assists eligible **schools** (including band operated and Federal Government administered First Nations schools) in purchasing learning resources from the LRC.

CONDITIONS

1. A Learning Resource Credit will be provided to eligible **schools** that purchase learning resources from the LRC.

Revised

2. The amount of the Learning Resource Credit for an eligible **school** is determined by multiplying the number of students enrolled in grades 1 to 12 on September 30, 2001 by the Learning Resource Credit rate. In order to receive the LRC credit, students must be registered by school authorities with Learner Records & Data Exchange (LRDE).

REQUIREMENT

1. An eligible **school** is not required to apply for the Learning Resource Credit; Alberta Learning determines the eligible **school's** credit automatically using enrolment information.

CONSIDERATIONS

1. The Learning Resource Credit is used by eligible schools to help pay for learning resources from the LRC. At the school's discretion, the Learning Resource Credit would cover 25 percent of an order while the school pays for 75 percent.

2. The LRC will charge the regular selling price after the credit amount is fully utilized.

3. Purchase orders will be applied automatically against the credit until the full credit amount is used, unless requested otherwise by the ordering eligible **school**. Eligible **schools** that do not want a particular purchase order charged against the credit should clearly state, "DO NOT APPLY THE LEARNING RESOURCE CREDIT" on the purchase order.

4. For annual financial accounting and reporting purposes, eligible **school jurisdictions must** show the amount of credit utilized as Provincial Revenue and also as an expenditure on the Audited Financial Statements.

5. The 2002/2003 Learning Resource Credit ends March 31, 2003.

6. To assist eligible **schools** in managing purchases charged (expended) against this credit, LRC invoices will identify the **school jurisdiction** and **school**, the funding credit used, and the credit remaining.

7. If requested, LRC will assist eligible **schools** in managing locally determined credit sub-allocation ceilings on an individual **school** basis.

8. Eligible **schools** can visit the LRC website at www.lrc.learning.gov.ab.ca to inquire about the status of their credit.

SECTION 1.12
TECHNOLOGY INTEGRATION FUNDING

PURPOSE

Revised

This funding provides additional resources for technology in Alberta schools to enhance student learning. Funding from areas such as Basic Instruction, System Administration, AISI and SuperNet may also be used for technology.

CONDITIONS

1. A **school jurisdiction** that receives funding for technology integration must:

Revised

   a) purchase technology according to the eligible costs categories outlined in requirement # 5.

   b) improve the level of access and equity among the **schools**.

REQUIREMENTS

1. A **school jurisdiction** is not required to apply for technology integration funding. Alberta Learning determines funding on the basis of the **frozen funded student count** for September 30, 2002.

R[illegible]sed

2. A **school jurisdiction** must develop and maintain a technology plan, which should be consistent with the direction of the school jurisdiction's Three-Year Education Plan.

New

3. The technology plan should identify costs for each of the categories outlined in requirement #5.

Revised

4. **School jurisdictions** must maintain records indicating how Technology Integration funding was utilized.

New

5. **Categories of Eligible Costs**

   To provide school jurisdictions with greater flexibility in addressing their local needs related to technology integration, the following have been identified as eligible cost categories within the Total Cost of Ownership * (TCO) model for the utilization of Technology Integration Funding:

   a) Hardware: Hardware refers to the computer equipment and peripheral devices used by students and staff. For example, hardware includes CPUs, disk drives, monitors, keyboards, printers and projectors.

b) Resources: Resources are the software applications, Internet subscriptions and consumable supplies used by students and staff. Resources also include print materials, such as textbooks and manuals, used by students and staff to learn how to use technology.

c) Infrastructure: Infrastructure includes all components that are provided in the school building to make it possible to add computer work stations to the network, which consists of the school's local area network, the jurisdiction's wide area network and the Internet.

d) Technology Support: Technology support is the service provided by school staff, jurisdiction staff, vendors, or third-party contractors to keep the hardware, software and infrastructure functioning effectively and efficiently. It also includes the cost of maintaining the school's web site or intranet. Technology support includes formal technology support only, not informal support such as staff members helping each other to solve problems.

e) Professional Development: Professional development (PD) refers to activities that are used to assist staff in learning to use technology effectively and efficiently. PD includes formal activities only, not informal activities such as staff helping each other to learn new things.

f) Management and Planning: Management and planning includes budget planning for technology, as well as the management of technology infrastructure, hardware and resources.

CONSIDERATIONS

Revised

1. Technology integration funding is calculated by multiplying the **frozen funded student count** by the technology integration rate. The funding will be as follows:

   - $43 per funded student for the 2002/2003 school year, to be paid by June 2003 (total of $20 Million)

Revised

2. An evergreen cycle for hardware and infrastructure should be established that will be cost effective and that will provide value in relation to the investment.

REFERENCES

•*Investigating the Total Cost of Technology in Schools: Tools and Strategies for Managing Technology Investments*, p. 5-6. Copy available by contacting the Stakeholder Technology Task Group at (780) 427 – 9001.

SECTION 1.13
HOME EDUCATION FUNDING

PURPOSE

Revised This funding to school jurisdictions is provided to assist **parents** with the education of their children in the home.

CONDITIONS

Revised 1. Funding may be provided to the supervising board for **home education students** the board has agreed to supervise and provide with learning resources. The education programs for these students must meet the student learning outcomes described in the Alberta Programs of Study or stated in the schedule attached to the Home Education Regulation.

2. Additional funding may be provided to the supervising board for **home education students** in grades 7 to 12 enrolled in the Alberta Learning Program of Studies through the Alberta Distance Learning Centre (ADLC) or through Distance Education Consortia operated by **supervising boards** in courses to a maximum of 50 percent of the cost of the registration fees and the compulsory learning materials for these courses. The cost of Alberta Distance Learning (ADL) courses funded by Alberta Learning for a **home education student** in a school year will not exceed the home education funding rate.

3. Additional funding may be provided to the supervising **board** for home education students in grades 1 to 6 taking a full course load of ADL courses where the total compulsory course costs exceed the 50 percent funding provided by the supervising board to the home education parents.

4. Students enrolled in grades 1 to 9 and participating in a **blended program** and Revised accessing 50 percent or more of their education program at **school** may be claimed as **funded students** by the **supervising board**. However, Alberta Learning will prorate the funding based on the percentage of the student's program taken at **school,** and the percentage of the student's program taken at home.

5. Students enrolled in grades 10 to 12 and participating in a **blended program** and Revised accessing 20 percent or more of their education program at **school** may be claimed as funded students by the **supervising board**. However, Alberta Learning will prorate the funding based on the percentage of the student's program taken at **school**, and the percentage of the student's program taken at home.

6. In accordance with Section 8 of the Home Education Regulation, a **supervising board** shall provide to a **parent** of a student enrolled in a **blended program** an amount of money using the home education rate which is in proportion to the percentage of the program or courses provided by the **parent**.

7. When a student moves from one supervising board to another after September 30, and the receiving supervising board agrees to purchase learning resources from the ADLC or Distance Education Consortia, Alberta Learning will pay for 50 percent of the course costs to a maximum of the home education funding rate for the combined ADL purchases of both supervising boards.

8. **Home education students** and their **parents** must live in Alberta on September 30 of the current school year.

REQUIREMENTS

Revised

1. **Parents** are responsible for informing their **supervising board** of their decision to provide a home education program for their **children**. Parents must fullfull this requirement by submitting all parts of the Home Education Regulation Notification Form No. 2 to the supervising board. Form No. 2 is available from the **supervising board** or from Alberta Learning's Home Education Information Package at: http://www.learning.gov.ab.ca/educationsystem/homeedinfo.pdf

2. The **school jurisdiction** must conduct at least two assessments on-site in the home for each home education student they supervise per school year.

3. A supervising board must offer annually not less than 50 percent of basic funding for home education to the **parents** of **home education students** for the purchase of Programs of Study and instructional materials.

   For elementary home education students (grades 1 to 6) taking a full course load of ADL courses, if the total compulsory course costs (net of any applicable refundable deposit) exceeds the 50 percent funding provided by the supervising **board** to the home ed **parents**, the difference will be covered by additional funding provided by Alberta Learning. This funding may be claimed by submitting a completed form 02AL1.13b.

4. Home education funding is based on:

   a) Student registration information in grades 1 to 12 as of September 30 that is reported to the Learner Records & Data Exchange by October 3; and

   b) Report of ADL courses for **home education students** on form 02AL1.13a.

   c) Report of additional ADL course costs for grades 1 to 6 on form 02AL1.13b

5. Home education funding for a supervising board is calculated by:

   a) multiplying the number of **home education students** in grades 1 to 12 on the September 30 **count date** by the home education rate; and

b) adding 50 percent of compulsory ADL course costs for students enrolled in grades 7 to 12, as paid for by the supervising board, not exceeding the home education funding rate.

c) adding the compulsory course costs for home ed students in grades 1 to 6 which exceed the 50 percent funding provided by the supervising **board** to home education **parents**.

6. A **blended program** consists of a school provided portion and a home education portion. Funding for a supervising board for each student enrolled in a **blended program** on the September 30 **count date** is the sum of the calculations in (a) and (b) as follows:

   a) Multiplying the percentage of each student's program in which the student is enrolled in a school provided portion of the education program of the supervising board by the basic instruction funding rate for supervising boards, and

   b) Multiplying the percentage of each student's program in which the student is enrolled in courses as a **home education student** by the home education rate including 50 percent of the ADL course costs to the pro-rated portion of the maximum.

Example:

A student in a home education program 40 percent of the time and a regular program 60 percent of the time would be funded as follows:

Home education rate	0.40	X	$1121	= $448.40
Plus course costs to a maximum of 40 percent of home education rate	0.40	X	$1121	= $448.40
Plus the Regular rate	0.60	X	$4367	=$2620.20
Total				**$3517.00**

CONSIDERATIONS

Revised

1. **School jurisdictions** shall have home education policies in place that indicate which Programs of Study and instructional materials will be considered for reimbursement and the amount of reimbursement for students in blended programs.

REFERENCES

Home Education Policy 1.1.2

Home Education Regulation 126/99

SECTION 1.14
FRANCISATION FUNDING

PURPOSE

This funding is provided for students in Francophone Regional authorities who have insufficient fluency in French to achieve grade level expectations in Français and other subject areas.

CONDITIONS

1. A Francophone Regional authority may receive funding for **Francisation** for each eligible **funded student** in grades 1 to 12. It is expected most students would have sufficient fluency in French to access regular programming after three years.

2. Canadian-born students eligible for **Francisation** funding:

   a) have homes in which the primary spoken language is not French;
   b) are non-French speaking; and
   c) are receiving **Francisation** services.

3. Foreign-born students eligible for **Francisation** funding:

   a) have recently immigrated to Canada;
   b) are non-French speaking; and
   c) are receiving **Francisation** services.

REQUIREMENTS

1. Francophone Regional authorities are required to identify **Francisation** students as either Canadian-born or foreign-born for monitoring purposes.

2. A Francophone Regional authority is responsible for determining the number of years a **student** has previously received **Francisation** services that were funded by Alberta Learning.

3. **Francisation** funding is based on **student** registration information for grades 1–12 as of September 30 of the current school year that is submitted to School Finance on Form 02AL1.14.

4. Francophone Regional authorities that claim **Francisation** funding must provide services to eligible students that:

   a) address their linguistic, cultural and academic needs;
   b) place priority on the rapid integration of students in the **school** and community environment; and
   c) are quantifiable, i.e., a special class, pull-out service, identifiable services provided in a regular classroom and adapted for the individual **student**. A reduction in class size, by itself, is not a **Francisation** service.

CONSIDERATIONS

Funded students enrolled in **home education**, **blended programs**, **outreach programs** or **virtual programs** are not eligible for funding under this section.

SECTION 1.15
GROWTH AND DENSITY FUNDING

PURPOSE

This funding is provided to address costs resulting from unexpected enrolment growth in areas experiencing unique geographic and economic conditions.

CONDITIONS

1. Funding is based on two different growth formulas; one for in-year growth at the jurisdiction level and another for year-to-year growth at the school level. The following explains the two different growth formulas:

   a) **School Jurisdictions** experiencing growth during the year in grades 1 to 9 will automatically receive additional funding based on their March 1 count.

      School Jurisdictions experiencing in-year enrolment declines will not have their funding adjusted.

   b) Also, **school jurisdictions** with individual schools who experience enrolment increases in grades 1 to 9 of more than 8% between two consecutive school years, will automatically receive this additional funding for each funded student over the 8% threshold.

REQUIREMENTS

1. In-year growth funding will be based on the net increase of students in grades 1 to 9 between the September 30 and the March 1 count.

   Funding will be calculated at 50% of the total amount which the jurisdiction would be eligible for had the student been enrolled for a full year (i.e. Funding for Basic Instruction, estimated Plant Operations and Maintenance and Transportation).

2. Year-to-year growth funding for individual schools that have enrolment growth of more than 8% over two consecutive school years provides an additional $530 for each funded student over the 8% rate.

PURPOSE

Revised The support block provides for the reasonable costs of board governance and system administration, student transportation, and boarding students away from home.

TYPES OF SUPPORT PROGRAMS

Funding is provided for:

- **board** governance and system administration to cover costs that relate directly to the operations of school boards, superintendents, secretary-treasurers, and their respective staffs, including capital for equipment and facilities; and
- student transportation to cover the reasonable cost of:
  - transporting **eligible students** in rural and urban communities including the supervision of this program and the capital cost of vehicles, equipment, and shop facilities;
  - transporting students who are eligible for special transportation because of their disabilities to and from **school** and to their homes on weekends; and
  - funding for boarding to maintain students in temporary residences away from their home to acquire an appropriate education program.

New **NOTE**: Funding for Plant Operations and Maintenance is now the responsibility of Alberta Infrastructure.

FUNDING FOR THE OPERATION AND MAINTENANCE OF SCHOOL BUILDINGS IS NOW THE RESPONSIBILITY OF ALBERTA INFRASTRUCTURE

SECTION 1.17
SYSTEM ADMINISTRATION FUNDING

PURPOSE

This funding provides for the effective and efficient administration of **school jurisdictions**.

CONDITIONS

Revised

1. Funding for system administration is based on a percentage of the funding a **school jurisdiction** receives from Alberta Learning for:

   a) the instruction of students in **ECS** to grade 12; and
   b) student transportation and boarding.

   New

   Although Plant Operations and Maintenance funding is now the responsibility of Alberta Infrastructure, an estimate of this funding will be used in the calculation of System Administration funding. The estimate of Plant Operations and Maintenance funding will be based on the 2001-2002 allocation plus 3% and adjusted for funded enrolment changes. Final funded enrolment adjustments will be made to this estimate in June 2003.

2. The percentage used in the calculation of system administration funding, is based on a total FTE student count for Grades 1 to 12 not including home education students and adult students. School **jurisdictions**:

   a) with fewer than 2000 FTE students receive 6 percent;
   b) with more than 6000 FTE students receive 4 percent; and
   c) with between 2000 and 6000 FTE students receive between 6 and 4 percent on a sliding scale.

Revised

3. The following are not included in the calculation of system administration funding:

   - Technology Integration Funding
   - Regional Consortia Funding
   - Alberta Initiative for School Improvement
   - Student Health Initiative Funding
   - Teacher Salary Enhancement Funding
   - SuperNet Funding

4. **School jurisdictions** completely funded by Alberta Learning with a mandate to educate resident students or educate students with constitutional rights, are guaranteed a minimum of $300,000 administration funding. Charter schools are guaranteed a minimum of $50,000 in administration funding.

REQUIREMENTS

Revised

1. A **school jurisdiction** is not required to apply for board governance and system administration funding; Alberta Learning determines a **school jurisdiction's** eligible funding using information on student enrolments; funding that Alberta Learning provides for instruction and student transportation; and an estimate of plant operations and maintenance funding as described in Condition #1.

CONSIDERATIONS

1. System administration funding is calculated as follows:

Revised

$$\text{System administration funding} = \left(\text{Instruction Block funding } \mathbf{ECS}\text{-12} + \text{Estimate of plant operations and maintenance funding} + \text{Student transportation funding} \right) \times \text{Percent based on enrolment}$$

Using this formula, system administration funding for a sample **school jurisdiction** would be calculated as follows:

Instruction block funding (ECS to 12)	$14,000,000
Plant operations and maintenance funding (estimated)	$1,700,000
Student transportation funding	$1,500,000

Calculation:

Percentage = 5.25% (using sliding scale) based on 3500 FTEs

System administration funding = ($14,000,000 + $1,700,000 + $1,500,000) X .0525

= $17,200,000 X .0525

= $903,000

SECTION 1.18
BOARDING FUNDING

PURPOSE

This funding is provided to assist students who live away from home in order to access appropriate education programs.

CONDITIONS

1. A **school jurisdiction** may receive boarding funding for **eligible students** whose **parent(s)** reside in the **school jurisdiction**.

2. Funding for boarding is paid if a student is directed by a **board** to attend a **school** under Section 53 of the *School Act* and is enrolled in a special education program or a program of studies prescribed by the **Minister** under Section 39(1) of the *School Act*.

3. Funding for boarding is not paid to a **school jurisdiction** for a resident student who is:

   a) attending a **funded private school** or a **school** of a jurisdiction where the student has been placed by a **parent** without the direction of the **school jurisdiction**, or

   b) attending a **private school** outside Alberta when the education program has not been previously approved by the **Minister**, or

   c) maintained in a temporary residence to attend extra-curricular courses.

REQUIREMENTS

1. Payment is made on the basis of the electronic form, "Special Transportation and Boarding" submitted to School Reporting Branch by November 30.

2. The **count date** is September 30.

3. Funding for boarding is calculated by multiplying the number of students eligible for boarding by the boarding rate.

PURPOSE

This funding provides for the efficient transportation of **eligible passengers** in rural **school jurisdictions**.

CONDITIONS

1. A **board** of a **rural district** or **division** which is providing transportation services may receive the following rural transportation funding for each transportation year:

   a) Block Funding Support:
   The support per **eligible passenger** and per **eligible transported ECS child** is the sum of the amounts calculated in i) and ii) following:
   (i) The **density** support is the applicable **density** rate per **eligible passenger** multiplied by the **weighting factor** for each **eligible passenger**. The **density** rate is an annual rate.
   (ii) The **distance** support is calculated on the basis of the **eligible transportation distance** in kilometres for each **eligible passenger** multiplied by the applicable **distance** support rate. The **distance** rate is an annual rate.

   Total Block Funding Support is the aggregate of the amounts calculated for each **eligible passenger** in i) and ii) above.

   b) Inter-school Transportation Support:
   Support to a **board** for a bus providing inter-school transportation to each group, or portions thereof, of 66 weighted **eligible passengers**, is calculated by multiplying the daily kilometres of inter-school transportation which the bus travels times the number of days of inter-school transportation times the support rate.

   c) Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:
   Please refer to Section 1.20, Special Transportation.

2. Where a **board** of a **rural district** or **division** has under its jurisdiction or transports an **eligible passenger** or **eligible transported ECS child** of a city, town, village or hamlet with a population greater than 10,000, the **board** may be funded for each **eligible passenger** and for each **eligible transported ECS child** residing within those boundaries. The rate applicable is the rate for Urban Transportation. These students cannot be included as **eligible passengers** under the Rural Transportation formula. A **board** of a **rural district** or **division** claiming both urban and rural transportation must have received prior approval from the **Minister**. Applications for approval should be submitted to the School Reporting Branch.

Where a **board** of a **rural district** or **division** has under its jurisdiction a city, town, village or hamlet with a population less than 10,000 and transports an **eligible passenger** or **eligible transported ECS child** residing within those boundaries to a school of a program listed under Consideration # 3 of this Section outside those boundaries, the **board** may be reimbursed for each **eligible passenger** and for each **transported ECS child** under the Rural Transportation formula. These students may not be included as **eligible passengers** under the Urban Transportation formula.

Where the net support for student transportation of a board increases or decreases in excess of 3% as a result of a community population reaching 10,000, the adjustment will be determined for that jurisdiction.

Where the net support for student transportation of a rural board decreases in excess of 3% as a result of movement between density grid columns, an adjustment may be determined for that jurisdiction.

3. Block Funding:

a) If a student who is not a **resident student** of the **board** accesses that **board's** transportation system in accordance with the Student Transportation Regulation, section 4, at a point 2.4 kilometres or more from the school attended, and where there is not a **transportation agreement** or an **education services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service may claim only the **density** support for that student.

b) If a **board** extends its transportation service outside its jurisdiction boundaries to provide service to a non-resident student not covered by a **transportation agreement** or an **education services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service is not eligible for transportation funding for that student.

c) If a **resident student** of a **board** is transported by the **board** to a **school** of the **parent's** choice outside the attendance area or transportation service area of the **designated school** for that student, only **density** support and **distance** support to the nearest **school** may be claimed for that student if he or she is an **eligible passenger.** Where a board has adopted over-lapping **school** attendance or transportation service areas, **density** support and **distance** support to the **school** nearest the student's residence may be claimed.

d) In the case of a **school jurisdiction** which is providing transportation in only a portion of its area, for those **eligible passengers** residing in the jurisdiction but beyond the transportation service area and are transported through co-operative bussing arrangements with other **school authorities**, area and **density** for the **school jurisdiction** shall be calculated on the basis of the area directly served by the **school jurisdiction** and the **eligible passengers** residing in that area.

e) If a **board** is providing transportation services under an agreement with another **board** and the two **boards** are not sharing a co-terminus area, the area of the **board** receiving transportation services may be added to the transporting board's area for determining the **density** rating for the transporting **board**.

f) Block funding under this section is available only to **boards** operating student transportation systems. A **board** accessing transportation services for its **resident students** through **education service agreements** or **transportation agreements** is not eligible for block funding under this section.

g) Not withstanding subsection (f), a **board** transporting an **eligible passenger** of another **board** under a transportation agreement to the **designated school** of that **resident board**, who resides outside the transportation service area of the resident board and accesses the bus route of the **board**, may claim the density and the distance support from the **designated school** to the point where the student accesses the bus route for that **school**. The **resident board** may claim only the distance support from the residence of the student to the point where the student accesses the bus route for the **designated school**, at the distance rate received by the transporting **board**.

Revised

h) **Funded students with disabilities** transported by a **school bus** on a special route for **funded students with disabilities** may be claimed under this Section using a weight factor of 3 or under Section 1.20, whichever is most advantageous to the **board.**

4. ECS Transportation:

Revised

a) A **school jurisdiction** that claims ECS Regular Transportation funding must transport, or make arrangements for the transport of **children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 51 (1) of the *School Act*.

b) A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of fees charged to ECS **parents** for transportation services shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

c) Each **eligible transported ECS child** transported will be counted as 1.0 weighted passenger in determining block funding support.

d) A **school jurisdiction** may claim **eligible transported ECS children** it transports to programs operated by another **board**, a **private school**, or a **private ECS operator** as **eligible passengers** if the **board** has an agreement with the other **board**, **private school**, or **private ECS operator**.

5. Inter-school Transportation

   a) Inter-school transportation for students whose courses of study require a special facility or equipment not available in the **school** they attend, may be claimed for support provided that:

      - The course of study is prescribed or approved by the **Minister** under the *School Act*, Section 39;
      - The course of study requires a special facility or equipment not available at the **school** of daily attendance for those students; and
      - The course of study requires the use of the special facility or equipment for at least 18 consecutive weeks.

   b) Work Experience programs and intermittent bussing to such activities as swimming programs are **not** eligible for inter-school transportation support.

REQUIREMENTS

1. Rural **school jurisdictions** are required to submit Rural Transportation information electronically to the School Reporting Branch by November 30. Payment is made on the basis of the submitted information and the rural transportation funding rates.

2. The **count date** for Rural Transportation funding is September 30. Special consideration for the **count date** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.

3. The **effective transportation area** of a **school jurisdiction** for purposes of calculating **density** support is the **effective transportation area** of the **jurisdiction** as of September 30 in a given year.

4. Revised **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request:

   a) Maps of overall attendance areas and transportation service areas;

   b) Location of each student's residence (street addresses in towns, villages and hamlets, and where available in rural areas, and legal land descriptions in all other rural areas);

   c) Maps of individual bus routes;

d) Records of **route distance** verified by an official(s) of the **school jurisdiction;**

e) A list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers;**

f) Copies of **education service agreements**;

g) Copies of **transportation agreements** with **school boards, private schools, charter schools** and **private ECS operators**;

h) Copies of current vehicle inspection certificates issued under the *Highway Traffic Act*; and

i) Copies of contracts with:
  (i) Operators of contracted busses for regular transportation;
  (ii) **Parents** providing transportation indicating the amount to be paid; and
  (iii) Agents providing special transportation for **funded students with disabilities**.

CONSIDERATIONS

1. **First Nations students** as defined in the Glossary of Terms shall not be counted as **eligible passengers**.

2. Funding shall not be paid under this section for a **funded student** or an **ECS child** who is counted under the Special Transportation funding (Section 1.20).

3. Transportation support shall be paid from the student's residence to the **school** in the attendance area or transportation service area in which the student resides unless the student is directed by the **board** to attend another **school** for the following:

   - **Alternative Language Programs** (including French Immersion and bilingual programs)
   - Integrated Occupational Program (IOP);
   - Special Education programs to meet the needs of students with severe disabilities;
   - High school CTS programs offered to an advanced level in a specialized classroom facility where the course curriculum requires the instructor to have the technical trade qualification (Courses include Mechanics, Fabrication Studies, Cosmetology and Construction Technology);
   - **Year Round Education**.

4. Students transported by a **board** to an **on-line program** or an **outreach program** accessing 50 percent or more of their educational program at a **school** of the **board** or to a **blended program** at a **school** of the **board** may be claimed as **eligible passengers** under Rural Transportation.

SECTION 1.20
SPECIAL TRANSPORTATION FUNDING

PURPOSE

This funding is provided for the efficient transportation of students with special needs who can not be accommodated by regular transportation because of their disabilities.

CONDITIONS

1. A **school jurisdiction** may receive special transportation funding for students who, because of their disabilities, require special transportation to attend **school**.

2. Special transportation means transportation established or provided for ECS **children** and **funded students with disabilities** when the **children** and students can not, because of the severity of their disabilities, use the transportation described under Sections 1.19, 1.21, 1.22, or 2.7 of this manual. Program or **school** location is not to be considered when determining eligibility for this funding.

3. Special transportation funding may be provided for **funded students with disabilities** who require special transportation between their residences or boarding places and:

   a) the **school** of a **school jurisdiction**;
   b) a **funded private school**;
   c) a **private ECS operator**; or
   d) a program at an **institution** operated and/or funded by Alberta Learning:
      (i) which the **funded student with disabilities** has been directed to attend by the **school jurisdiction** because the **school jurisdiction** does not operate a suitable program, or
      (ii) which is the closest suitable and available program offered.

4. To claim special transportation funding for a **funded student with disabilities** attending a **funded private school,** the **school jurisdiction** must have directed the student to attend that **school**.

5. **School jurisdictions** may provide special transportation for **funded students with disabilities** on **operating days** or weekends.

Weekend Transportation

6. Weekend transportation may be paid to **school jurisdictions** when **funded students with disabilities** are transported on weekends between their permanent residences and their boarding places by their **parents** and are attending:

   a) the **school** of a **school jurisdiction**; or
   b) a **private school**.

7. Funding for weekend transportation is paid to the **school jurisdiction** of the district or division in which the **parent** of the **funded student with disabilities** resides.

Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:

8. Funding may be provided to **school jurisdictions** for up to 100 percent of approved costs for the purchase of a wheelchair lift or ramp to be installed on a new or used bus if prior written approval is given by the Deputy Minister. Applications should be submitted to the School Reporting Branch.

REQUIREMENTS

Revised

1. Urban and rural **school jurisdictions** are required to submit Special Transportation and Boarding information electronically to the School Reporting Branch by November 30. Payment is made on the basis of this information.

2. The **count date** for special transportation funding is September 30. Special consideration on **count dates** may be given to **school jurisdictions** experiencing exceptional growth in transportation needs.

3. **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request:

   a) Maps of overall attendance areas and transportation service areas;
   b) Location of each student's residence (street addresses in towns, villages and hamlets, and where available in rural areas, and legal land descriptions in all other rural areas);
   c) Maps of individual bus routes;
   d) Records of **route distance** verified by an official(s) of the **school jurisdiction**;
   e) Copies of **education service agreements;**
   f) Copies of **transportation agreements** with **school boards, private schools, charter schools** and **private ECS operators;**
   g) Copies of current vehicle inspection certificates issued under the *Highway Traffic Act*; and
   h) Copies of contracts with:
      (i) written transportation agreements with agents, organizations, parents or other persons.
      (ii) Records showing the amount to be paid on behalf of **funded students with disabilities** requiring special transportation.

Bus Modification or Purchase Allowance to Accommodate Wheelchair Passengers:

4. The funding provided for bus modifications or purchase allowance for busses to accommodate wheelchair passengers is the amount authorized by the Deputy Minister.

5. To receive funding for authorized bus modifications or purchase allowances, **school jurisdictions** are required to submit proof of payment to the School Reporting Branch. The approved costs will include the portion of GST that is not refundable. This funding is available only once for each bus.

6. A **school bus** which has been purchased or modified to accommodate wheelchair passengers is subject to inspection and licensing by the Motor Transport Board.

CONSIDERATIONS

1. Special transportation funding is calculated by multiplying the number of **funded students** who require special transportation because of their disability by the special transportation rate.

2. Weekend transportation funding is calculated by multiplying the number of **funded students with disabilities** eligible for weekend transportation by the weekend transportation rate.

3. Special transportation funding for ECS **children** is calculated by multiplying the number of **children** with disabilities by the program operation days, then multiplied by the special needs transportation rate.

4. Funding for **ECS** in-home visits for the program period is calculated by multiplying the number of scheduled in-home visits (maximum 36) by the special needs transportation rate. See **Glossary** for definition of an **eligible home visit**.

PURPOSE

This funding provides for the efficient transportation of an **eligible passenger** in urban **school jurisdictions** other than Calgary and Edmonton.

CONDITIONS

1. A **school jurisdiction** that is an **urban district** or **division** may receive urban transportation funding for each **eligible passenger** and each **eligible transported ECS child.**

2. An **urban district** or **division** may receive funding for a student who is not a **resident student** of the **board** that accesses that **board's** transportation system in accordance with the Student Transportation Regulation, section 4, at a point 2.4 kilometres or more from the school in which the student could be enrolled.

3. New If an urban **district** or **division** extends its transportation service outside its jurisdiction boundaries to provide service to a non-resident student not covered by a **transportation agreement** or an **educational services agreement** between the **resident board** and the **board** providing transportation, the **board** providing transportation service is not eligible for transportation funding for that student.

4. An **ECS operator** that claims ECS regular transportation funding must transport or make arrangements for the transportation of **children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 51 (1) of the *School Act*.

5. A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of the transportation fee charged to **parents** shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding the school board receives from Alberta Learning.

6. An **eligible passenger** or an **eligible transported ECS child** is counted once under this section.

7. Funding is not provided for transporting students or ECS **children** between **schools**.

8. New Where a **board** has adopted over-lapping school attendance or transportation service areas, eligibility for funding under this section is determined by the distance to the school nearest the student's residence.

New

9. If a **resident student** of a **board** is enrolled by the board in a school of the parent's choice outside the attendance area of transportation service in which the student resides, eligibility for transportation support is determined by the distance to the **school** nearest the student's residence.

New

10. If a board of an **urban district** or **division** transports students, residing less than 2.4 km from the school within the **attendance area** or **transportation service area** in which the students reside, to a **school** other than the school within the **attendance area** or **transportation service area** in which the students reside because the enrolment of that **school** is equal to or greater than its rated capacity, then the number of students so transported that is equal to the number of students not resident with the **attendance area** or **transportation service area** and enrolled in that school shall be deducted from the number of **eligible passengers** claimed for funding under this Section.

11. Where a **board** of an **urban district or division** has a rural area under its jurisdiction and is providing transportation services in that area, the **school jurisdiction** may be funded under the Rural Transportation formula for each **eligible passenger** and each **eligible transported ECS child** residing in the rural area. A **board** claiming both urban and rural transportation must have received prior approval from the **Minister**. Requests for approval should be submitted to the School Reporting Branch.

12. To recognize the dispersion of students for a Francophone authority within an urban area a weighted factor of 3.5 will be used for urban Francophone students being transported.

REQUIREMENTS

Revised

1. Urban **school jurisdictions** are required to submit electronically Urban Transportation information to the School Reporting Branch by November 30. Payment is made on the basis of this submitted information and the Urban Transportation funding rates.

2. The **count date** for urban transportation funding is September 30. Special consideration for the count date may be given to school jurisdictions experiencing exceptional growth in transportation needs.

3. Urban transportation funding is calculated by multiplying the number of **eligible passengers** and **eligible transported ECS children** by the urban transportation rate.

4. The funding an urban jurisdiction receives for rural students will be calculated using the Rural Transportation formula. These students cannot be included as **eligible passengers** under the Urban Transportation formula.

Revised

5. **School jurisdictions** are required to retain the following information on file for a minimum of three years and make it available for review by Alberta Learning upon request:
   a) maps of overall attendance areas and transportation service areas;
   b) location of each student's residence (street addresses in towns, villages and hamlets);
   c) maps of individual bus routes;
   d) records of **route distance** verified by an official(s) of the **school jurisdiction**;
   e) a list of names of **eligible transported ECS children** transported by bus and the names and grades of **eligible passengers**;
   f) copies of **education service agreements**;
   g) copies of **transportation agreements** with **school boards, private schools, charter schools** and **private ECS operators**;
   h) copies of current vehicle inspection certificates issued under the *Highway Traffic Act*; and
   i) copies of contracts with:
      i) operators of contracted busses for regular transportation;
      ii) **parents** providing transportation showing amounts paid.

CONSIDERATIONS

1. **First Nations students** as defined in the Glossary of Terms shall not be counted as **eligible passengers**.

2. Funding shall not be paid under this section for a **funded student** or an **ECS** child who is counted under the Special Transportation funding (Section 1.20).

3. Eligible distance is determined to be the distance from the student's residence to the nearest **school** in the attendance area or transportation service area in which the student resides unless the student is directed by the **board** to attend another **school** for any of the following reasons:
   - **Alternative Language Programs** (includes French Immersion and bilingual programs);
   - Integrated Occupational Program (IOP);
   - Special Education programs to meet the needs of students with severe disabilities;
   - High school CTS programs offered to an advanced level in a specialized classroom facility where the course curriculum requires the instructor to have the technical trade qualification (Courses include Mechanics, Fabrication Studies, Cosmetology and Construction Technology);
   - **Year Round Education**.

4. Students transported by a **board** to an **on-line program** or an **outreach program** accessing 50 percent or more of their educational program at a **school** of the **board** or to a **blended program** at a **school** of the **board** may be claimed as **eligible passengers** under Urban Transportation.

CURRENTLY UNDER REVIEW

PURPOSE

This funding provides for the cost of transporting **expected eligible passengers** and **eligible transported ECS children** in the cities of Calgary and Edmonton.

CONDITIONS

1. Edmonton School District No. 7, Edmonton Catholic Separate School District No. 7, Calgary School District No. 19 and Calgary RCSSD No. 1 school districts are eligible for metro urban transportation block funding.
2. Funding is determined using a **school** size "benchmark". The benchmark is the lesser of two values: the jurisdiction's average **school** size and the average **school** size in the four jurisdictions. A benchmark is determined for each of the three levels (elementary, junior high and senior high).
3. The number of **expected eligible passengers** is calculated using the following factors:
    a) the benchmark for each level;
    b) the number of **schools** by level;
    c) the number of **funded students** and ECS **children;**
    d) the residential area;
    e) the number of **funded students with severe disabilities** based on the jurisdiction profile.
4. The formula used to calculate metro urban transportation block funding contains the number of **schools** by level, the residential area, and the number of **funded students** attending **schools** within the jurisdiction.
5. The **school jurisdictions** in Calgary and Edmonton which are transporting **eligible transported ECS children** to board-operated programs will be eligible for transportation funding under the Urban Block formula. The ECS enrolments will be included in the formula.
6. A **school jurisdiction** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The total amount of the transportation fee charged to **parents** shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding the **school jurisdiction** receives from Alberta Learning.

7. ECS **children** with disabilities who require ECS special needs transportation will be funded outside of the metro urban block formula at the ECS Special Needs Transportation rate. Transportation funding for children with special needs should be claimed using form 01AL2.6 – ECS Transportation Application. ECS **children** who qualify for Program Unit Funding (PUF) will not be included in the count of students with severe disabilities.

8. **School jurisdictions** receiving metro urban transportation block funding must transport or make arrangements for the transport of **children** attending **ECS programs** at a service level that is consistent with the transportation of students under Section 51 (1) of the *School Act.*

9. ECS **children** will be included in the metro urban block funding formula with the following adjustments to the co-efficients/benchmarks:

   - The average elementary **school** size will be adjusted to include ECS **children**,
   - The walk percentage for elementary schools will be reduced from 0.80 to 0.75 for ECS-elementary schools, and
   - The eligible enrolment co-efficient will be reduced from 0.735 to 0.730.

10. The number of **expected eligible passengers** to be included in the metro urban transportation block funding formula is determined as follows:

(Residential Area X 75.80)	+	**[Funded Students and Children (ECS - 12) X 0.7300]**	=	
LESS:				
0.75 (# of ECS-Elem. Schools)	X	**Minimum of:** **Average ECS-Elem. School size in the jurisdiction or average school size for the 4 jurisdictions.**	=	
0.400 (# of Jr. High Schools)	X	**Minimum of:** **Average Jr. High School size in the jurisdiction or average school size for the 4 jurisdictions.**	=	
0.250 (# of Sr. High Schools)	X	**Minimum of:** **Average Sr. High School size in the jurisdiction or average school size for the 4 jurisdictions.**	=	
		Expected Eligible Passengers	=	

11. The metro urban transportation block funding a **school jurisdiction** may receive is determined as follows:

$$\textbf{Funding} = \underset{\substack{\textbf{Expected}\\ \textbf{Eligible}\\ \textbf{Passengers}}}{\underline{\qquad\qquad}} \times \underset{\substack{\textbf{Urban}\\ \textbf{Transportation}\\ \textbf{Block Rate}}}{\underline{\qquad\qquad}} + \underset{\substack{\textbf{[0.8 X Severely}\\ \textbf{Disabled}\\ \textbf{Students (1-12)]}\\ \textbf{(per Jurisdiction}\\ \textbf{profile)}}}{\underline{\qquad\qquad}} \times \underset{\substack{\textbf{Special}\\ \textbf{Transportation}\\ \textbf{Rate}}}{\underline{\qquad\qquad}}$$

12. When a district is accessing the urban transportation block funding and has under its jurisdiction an area included in another municipality, the **school jurisdiction** may be re-imbursed for each **eligible passenger** transported to **school** using the rural transportation formula, or, if the municipality is a city outside of Calgary or Edmonton, for each **eligible passenger** using the urban transportation formula. A jurisdiction currently claiming under this section and seeking to claim either rural transportation (Section 1.19) funding, or urban transportation (Section 1.21) funding, must have approval from the **Minister**. Requests for approval should be submitted to the School Reporting Branch.

13. A **school jurisdiction**, which has made an arrangement with a **charter school** to transport the **charter school's** students, may include the **funded students** attending the **charter school** for the purposes of calculating the number of expected eligible students. The **charter school** is not counted by the **school jurisdiction** in determining the number of **schools**.

14. The following conditions are used in determining the number of **schools** servicing the three **school** levels in the public and separate school boards in Edmonton and Calgary:

    a) **Institutions, Outreach Schools, Designated Home Education Schools,** and other special schools (schools where the majority of the **funded students** are special needs students) as determined by School Finance are excluded.

    b) An ECS-elementary school with fewer than 75 students is not counted.

    c) An ECS-elementary school with 75 or more students and 3 or fewer grades will be counted as half an ECS-elementary school.

    d) A junior high school with fewer than 75 students is not counted.

    e) A senior high school with fewer than 200 but with 75 or more students is counted as a junior high school.

15. Schools providing **Year round education** will be allocated funding based on eligible passengers transported.

REQUIREMENTS

1. **School jurisdictions** are required to keep the following information on file and available for review by Alberta Learning:

   a) Current **school jurisdiction** transportation policy,

   b) The number of **eligible passengers** and **eligible transported ECS children**, their names, **school(s)** attended and their programs,

   c) The names of **students** who are not attending their local **school**, and the reasons, and

   d) Relevant detailed transportation costs for a particular school year.

CONSIDERATIONS

1. The basic block formula will continue for the 2002-2003 school year.

2. An additional $5 million will continue to be provided to address metro urban transportation needs. This funding will be allocated on a pro-rated basis to the metro urban boards. **Revised**

SCHOOL CAPITAL IS NOW THE RESPONSIBILITY OF ALBERTA INFRASTUCTURE.

THE CAPITAL BLOCK SECTION MAY NOW BE FOUND IN ALBERTA INFRASTRUCTURE'S SCHOOL CAPTIAL MANUAL –APPENDIX 4.

THE SCHOOL CAPITAL MANUAL MAY BE VIEWED OR PRINTED FROM ALBERTA INFRASTRUCTURE'S WEBSITE AT:

http://www.infras.gov.ab.ca/Content/doctype383/production/school capital manual 2002-03.pdf

PURPOSE

This funding provides Early Childhood Services (ECS) **children** with a basic **ECS program** to help prepare them for entry into grade 1 and provide a foundation for later success.

CONDITIONS

1. Basic instruction funding is provided to **ECS operators** for each eligible **child** enrolled in an **ECS Program** offered for:

    a) 475 hours or;

    b) at least 22 in-home visits for each **child** in an **in-home program** during the school year; or

    c) the equivalent of a combined program of school hours and home visits. A combined program must have a minimum of four visits to qualify for funding. See definition on an **in-home program** in the Glossary.

2. An approved **ECS operator** must be prepared to accept and organize programming for all eligible **children** for whom programming is requested, including **children** with special needs. Included in the Basic Instruction Funding is an additional amount to assist in meeting the needs of the children who are economically or socially disadvantaged.

3. A **child** referred to in Section 30(1)(a) of the *School Act* is not a resident or **non-resident student** of a **board**, therefore, approved **ECS operators** shall not use the residency or non-residency of the **parent** of a **child** in a district or **division** to:

    a) deny a child access to the program; or

    b) differentiate as to the fees charged for the program.

4. The ECS count must not include any **child** counted by another **ECS operator** for funding purposes in the school year. It is the responsibility of the **ECS operator** to ensure that a **child** has not been previously or currently enrolled and counted by another **ECS operator** in the current school year.

5. An **ECS operator** that receives provincial funding must ensure that **parents** can access the basic **ECS Program** of 475 hours for their **children** without any charge for instruction.

New 6. Alberta Learning provides funding for a basic 475 hour **ECS program** which includes support for instructional salaries and benefits, learning resources, furnishings and equipment. **ECS operators** may not charge a fee for services provided `within the basic 475 hour program.

Revised 7. An **ECS operator** may charge a fee to **parents** of ECS **children** in a basic 475 hour program to offset non-instructional costs such as supplies, snacks and field trips.

Revised 8. **ECS operators** that offer an ECS program with more than 475 hours may charge a reasonable fee to cover the cost of the additional hours.

9. **School jurisdictions** may transfer funds provided for programs in grades 1 to 12 to cover costs of **ECS Programs**.

10. An individual is not a **child** for ECS purposes, but rather a student in grade 1, if the individual:

    a) is enrolled in grade 1 and attended an **ECS Program** in the previous school year; or
    b) has been placed in grade 1 for sound educational reasons because an **ECS Program** was not available.

11. All individuals age 5 years and 6 months or older, but less than 6 years are counted as funded students under the instruction block if they are eligible to enter grade 1 under the school entrance policy of a **school jurisdiction**.

    The exceptions to this condition are cases where:

    a) the **child** has spent less than the number of years in the program for which he/she is eligible for funding, e.g., received less than three years program unit funding; or
    b) the **child** has not enrolled in an **ECS Program** until this age; or
    c) the **child** has been assessed as **developmentally immature**. This child is not eligible for special education funding.

    In these circumstances, when in the opinion of the **school jurisdiction** and the **parent**, an **ECS Program** is appropriate, the individual is counted as a **child** under ECS.

12. All individuals who are age 6 years or older, but less than 7 years are counted as funded students for funding purposes except individuals who are:

    a) **developmentally immature** or
    b) entering an **ECS program** for the first time.

    These individuals (a and b) are counted as **children** under this section.

An individual who is eligible to proceed to grade 1, but has been assessed as **developmentally immature** and whose program plan involves both ECS and grade 1 instruction may be counted either as a **child** under Part 2 of this manual or as a **funded student** under Part 1 of this manual.

Individuals aged 6 to 7 years old, who require another year of ECS and who have been assessed as having special needs (mild, moderate or severe) must be counted as a student.

13. Under no circumstances can an individual be counted as a student under Part 1 and as a **child** under Part 2 of this manual in the same school year.

REQUIREMENTS

1. New Private ECS Operators

Revised

The form "Notice of Intent to Operate" will be sent to new **private ECS operators** by their respective Zone Services Branch upon request. New **private ECS operators** will be required to provide a Certificate of Incorporation under the *Societies Act*, or be registered as a non-profit company under Part 9 of the *Companies Act*, or be incorporated as a non-profit corporation under an act of the Legislature. Also required is documented proof that the ECS facility meets all applicable municipal and provincial public health, safety and building standards requirements, and a signed declaration that the program will operate in accordance with the *School Act*, Section 30 .

2. Existing Private ECS Operators

The form "Notice of Intent to Operate" will be sent to **private ECS operators** by their respective Zone Services Branch in June. **Private ECS operators** may be required to provide documentation such as the current status of their Certificate of Incorporation and proof that their facility meets fire and health safety standards.

3. **Private ECS operators** must complete and submit the "Notice of Intent to Operate" form to their respective Zone Services Branch by July 31. The information on this form initiates the first payment of the school year.

Revised

4. **Private schools** that operate **ECS Programs** must complete and submit by May 31 a Private School "Annual Operational Plan". The Notice of Intent for ECS operations within private schools is incorporated into the Annual Operation Plan.

5. All **private ECS operators** must advise their respective Zone Services Branch within one week of any changes which occur in facility, society, programs, or teaching staff during the school year. Accredited **private schools** must send a list of any teaching staff changes to their respective Zone Services Branch by September 19.

6. A **private ECS operator** must maintain a blanket fidelity bond with respect to the **private ECS operator** for employees and board members in the amount of $50,000 or the accumulated surplus plus 40 percent of Alberta Learning funding for the program year (the value of the first payment in the first month of operation), whichever is less.

7. Funding for ECS basic instruction is made on the basis of **child** registration information submitted to Learner Records & Data Exchange.

8. Funding for ECS basic instruction is calculated by multiplying the number of eligible ECS **children** by the rate for ECS basic instruction.

For **ECS programs** beginning in September:

Revised 9. The **count date** is September 30 and the information must be submitted by October 3 to Learner Records & Data Exchange.

For **ECS programs** beginning after September 30:

10. The count will be taken as of the last operating day in the month in which the **ECS program** begins. The information must be submitted within three weeks of that day to Learner Records & Data Exchange.

11. If any funding adjustment is required to the enrolment data reported to Learner Records & Data Exchange, complete form 94ED01.07 and submit to School Finance.

CONSIDERATIONS

1. Funding for the basic 475 hour **ECS program** provides for instructional salaries and benefits, learning resources, equipment and furnishings.

2. Included in the basic instruction funding is Co-ordination and Parent Resources funding, a per-**child** payment to **ECS operators** for regional **parent** programs and regional co-ordination activities.

3. **ECS operators** who are intending to cease operation of an **ECS Program** should refer to the policy under the Miscellaneous Section of this Manual.

4. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **private ECS operators**. The cost of the license, plus GST, is recovered from **private ECS operators** on a full-time equivalent student basis. It is up to the individual **private ECS operators** to apply for any GST rebate from the Government of Canada.

5. Edulink, a multi-functioned data exchange software tool, has been created to help **private ECS operators** and Alberta Learning simplify current data management and exchange processes.

   Alberta Learning will deduct 35¢ plus GST per child on behalf of all **private ECS operators** using Edulink. This deduction will be made in September and based on the prior year frozen funded **child** count for ECS. The deduction will be reflected on the October funding statement. It is up to the individual **private ECS operators** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host board. This funding will provide for the annual maintenance budget, but it is not sufficient enough to pay for significant changes to the software.

REFERENCES

Advisory Manual on Early Childhood Service (1996)

Kindergarten Program Statement

Early Childhood Services Policy 1.1.3

New *Early Childhood Services Regulation A.R.31/2002*

SECTION 2.2
PORTABLE CLASSROOMS

PURPOSE

Rented portable classrooms may be provided to **Early Childhood Services (ECS)** programs when other space is unavailable.

CONDITION

1. New requests for portable classrooms will no longer be considered. Existing agreements for portable classrooms leased from Alberta Infrastructure will continue as required.

REQUIREMENTS

1. The rental fee of $100 per month for existing approval rentals will continue to be deducted from payments. **Private ECS operators** who begin their program prior to the 15th of the month or end their program after the 1st of the month will be deducted the monthly rental fee for the portable. No monthly fee will be deducted for **Private ECS operators** beginning programs on the 15th of the month or thereafter or ending their programs before the 15th of the month. The 7 percent Goods and Services Tax (GST) will be applied to the monthly fee.

2. When a school board assumes responsibility for a private **ECS program** that had been operating in an Alberta Infrastructure ECS portable before it ceased operations, the school jurisdiction will be given the first opportunity to purchase the portable at a nominal rate, subject to Ministerial approval. If the board is not interested in acquiring the ECS portable, Alberta Infrastructure will make the necessary arrangements for disposition.

3. For school boards that are presently using Alberta Infrastructure ECS portables, the following procedures are in effect:
   a) Alberta Infrastructure will continue with the leases under the current agreements until the portable is longer suitable for the program or until such time as the cost of repair and maintenance can no longer be justified. The portable will then be disposed of by Alberta Infrastructure.
   b) If interested, the school board will be given an opportunity to purchase the portable at a nominal rate, subject to Ministerial approval.

4. School boards will need to apply under the current Capital Funding Plan if space is required to replace the ECS portable.

REFERENCE

School Capital Manual, Alberta Infrastructure, April, 2002

SECTION 2.3
MILD OR MODERATE DISABILITIES AND GIFTED AND TALENTED FUNDING

PURPOSE

This funding enables **Early Childhood Services ECS operators** to provide **ECS** programs designed to meet the educational needs of children with mild or moderate disabilities and children who are gifted and talented.

CONDITIONS

1. Special needs funding may be paid to an **ECS operator** for each **eligible child with a mild or moderate disability** or who is gifted and talented. Children with mild or moderate disabilities and children who are gifted and talented are eligible for a maximum of two years funding. To be eligible for funding, children must be at least 3 years 6 months of age on September 1 and less than 6 years of age on September 1.

New

2. The funding provided under this section is the minimum level that **ECS operators** are expected to utilize for the provision of programs for children with mild or moderate disabilities and for children who are gifted and talented.

3. Special needs funding for children with mild and moderate disabilities or children who are gifted and talented will support appropriate interventions as determined and provided by the **ECS operator**.

4. A **child with a mild or moderate disability** who is eligible for grade one (under the school entrance policy) may be eligible for mild-moderate ECS funding if:

   a) the child is at least 5 years 6 months but less than 6 years of age on September 1 of a school year; and

   b) has not spent 2 years in an **ECS Program**; and

   c) in the opinion of the school jurisdiction, parent, and ECS operator, the child will benefit from an additional year of **ECS** programming.

REQUIREMENTS

1. Special needs funding is based upon **child** registration information submitted to Learner Records & Data Exchange by October 3. Eligible children must be properly coded using exceptional student Code 30 for children with mild or moderate disabilities or code 80 for children who are gifted and talented and grants program Code 500 on the electronic SIS registration file or Alberta Learning Student Registration Form in order to receive this funding.

2. Recent assessment documentation to support each **child's** designation and identification as a **child with a mild or moderate disability** or a child who is gifted and talented must be kept on file by the **ECS operator**.

Revised

3. An **Individualized Program Plan (IPP)** for each **child with a mild or moderate disability** or a child who is gifted and talented is to be developed and kept on file by the **ECS operator**. Documentation must also be on file which identifies how the funding was utilized to provide additional educational supports and/or services to the child.

Revised

4. For children who have been assessed as having a mild or moderate disability or identified as being gifted and talented after the September 30 count has been submitted, but who were enrolled in the program on September 30, an "Add, Change, Delete" form (form 02AL1.1c) must be completed in order to receive this funding.

5. **ECS operators** receiving this funding must offer programs that meet the needs of **children with mild or moderate disabilities** or children who are gifted and talented.

CONSIDERATIONS

1. Funding for **children with mild or moderate disabilities** or children who are gifted and talented is calculated by multiplying the number of **children with mild or moderate disabilities** or children who are gifted and talented (exceptional student Code 30 or 80 and grants program Code 500) on September 30 by the special needs rate.

2. Programs serving **children with mild or moderate disabilities** and children who are gifted and talented may be monitored by Alberta Learning.

PURPOSE

This funding provides for special programs and services to meet the learner requirements of **children** who are economically or socially disadvantaged.

CONDITIONS

Revised

1. **ECS Operators** that were approved for Program Enhancement Project (PEP) funding will be eligible to continue receiving this funding for a three year cycle ending in 2002/2003, so long as the program continues to meet the requirements.

2. **ECS operators** will apply for PEP funding on form 01AL2.4 by May 31 and will be put on a waiting list pending available funding.

3. **ECS programs** with 50 percent or more **children** who meet the following primary factors and secondary indicators are considered by Alberta Learning when approving PEP projects:

   Primary Factors

   1. high incidence of low income;
   2. high incidence of single **parent** families;
   3. high incidence of unemployment or under-employment;
   4. high frequency of changes in residence;
   5. high incidence of recent arrivals in Canada and low parental faculty with the language of instruction;
   6. high incidence of crime; and
   7. difficult access to services for **children**.

   Secondary indicators

   a) high incidence of alcohol/drug abuse;
   b) high incidence of violence;
   c) evidence of poor nutrition;
   d) limited education and job skills of **parents**;
   e) crowded living conditions.

Revised

4. Eligibility for PEP will be determined based on the above criteria and on the appropriateness of the proposed program in terms of the expected outcomes, strategies, community involvement, and evaluation and reporting procedures. **ECS operators** will be informed of their approval for PEP support.

5. Each PEP may be eligible for up to $21,000. The following are eligible costs for PEP:
   a) Salaries, wages and benefits - for staffing specifically engaged in assisting with the implementation of the intervention strategies.
   b) Extended Program Hours - the cost of purchasing, through the payment of fees, program hours in excess of the basic ECS program.
   c) Contracted Services - the payment of contracts for professional non-instructional services, e.g., psychologists, speech-language pathologists.
   d) Materials and Supplies - these must be specific to the intervention strategies.
   e) Staff Development - this must be specific to the intervention strategies.
   f) **Parent** Education - to enhance **parent** skills in promoting learning.
   g) Capital Expenditures - up to a maximum of 10 percent of the total approved budget.
   h) Transportation - to include mileage and travel expenses for staff and/or eligible **children** to facilitate program activities.
   i) Administration - up to 5 percent of the total approved budget.

6. **Designated Special Education ECS** Programs are not eligible for PEP funding.

REQUIREMENTS

1. Applications for funding of PEP programs must be submitted on form 02AL2.4. Applications must be sent to School Finance by May 31 and PEP Project approvals will be announced by July 30. Funding for PEP will be provided for approved projects offered at each designated site and for designated programs at those sites.

2. ECS operators are responsible for evaluating projects annually as per their submitted plan and for documenting the achieved results.

3. **ECS operators** are subject to a program and financial audit to ensure **children** are receiving the program interventions and/or services proposed by the operator.

CONSIDERATIONS

1. **ECS operators** may use PEP funding to provide additional hours of ECS instruction and compensatory programming aimed at raising the preparedness and performance of **children** to the level of **children** in regular programs. The compensatory programming should enhance the **children's** potential for coping and succeeding in **school**.

2. The coordinated delivery of interventions will be enhanced by collaboration with community-based government and private agencies, local **schools** and families. Specific attention should be given to the transition from ECS to grade 1.

3. Projects must demonstrate they are results-based; renewal will be partly contingent upon the evaluation and reporting of results to ECS **parents** and Alberta Learning. Reporting of results of previously funded projects must be submitted with new applications. Revised

PURPOSE

This funding provides for individual programs for **children with severe disabilities** to meet their educational needs.

CONDITIONS

1. Program Unit Funding (PUF) may be paid to an **ECS operator** for each eligible **child with a severe disability** for a maximum of three years.

2. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total, or the actual cost.

Revised

3. To be eligible for funding, **children** must be at least 2 years 6 months of age and less than 6 years of age on September 1. **ECS operators** should plan the **child's** program so that the last year of PUF is the year prior to the **child's** entry into grade 1.

4. A **child** receiving program unit funding is not eligible for ECS mild/moderate funding.

5. An eligible **child** can be claimed by one **ECS operator** only. The **ECS operator** claiming the **child** is responsible for ensuring the **child** is not claimed by another **ECS operator**.

6. Eligibility for PUF will be based on all of the following:

   a) a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding);
   b) documentation/assessments of the **child's** current level of functioning in the learning environment;
   c) a current **Individualized Program Plan (IPP)** which addresses the **child's** diagnosed needs; and
   d) the levels of support and services being provided to the **child**.

   To expedite the approval process, assessment information to support the eligibility of the **children** should be submitted with the PUF application. This information should include actual reports, summary information, or a format agreed upon with Alberta Learning. When an **ECS operator** is uncertain of a **child's** eligibility, the operator is encouraged to discuss the issues of the **child's** eligibility with Alberta Learning prior to making an application.

7. Eligibility Categories and Criteria

ECS operators will use the following categories/codes and related definitions/criteria to determine how best to classify a **child's** disabling condition for PUF eligibility purposes:

➨ SEVERE COGNITIVE DISABILITY (Code 41)

Revised

A **child** with a severe cognitive disability is one who:

a) has severe delays in all or most areas of development;
b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and
e) has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., AAMR Adaptive Behavior Scales – School: Second Edition (ABS–S:2) Vineland Adaptive Behaviour Scales, Scales of Independent Behavior - Revised).

➨ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

Revised

A **child** with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the **child** and other **children**; and/or

b) is dangerously aggressive, destructive, and has violent behaviours toward self and/or others, and/or demonstrates extremely compulsive behaviours.

A clinical diagnosis within the last 2 years of a severe emotional/behavioural disorder by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder. The effects of the disability on the **child's** functioning in an education setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts should be made to ensure the **child** has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a severe emotional/behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: Attention-Deficit/Hyperactivity disorder (AD/HD), and Attention Deficit Disorder (ADD).

Revised

➨ SEVERE MULTIPLE DISABILITY (Code 43)

A **child** with multiple disabilities is one who:

a) has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the **child** functioning at a severe to profound level; and
b) requires significant special programs, resources and/or therapeutic services.

Children with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example,

- A **child** with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.
- A **child** with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Emotional Behavioural disability

NOTE: ECS **children** diagnosed with Down syndrome in the most severe cases, should be reported under Severe Multiple Disability (Code 43).

Revised

➨ SEVERE PHYSICAL OR MEDICAL DISABILITY - including Autism (Code 44)

A **child** with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, a specific neurological disorder or a medical condition which creates a significant impact on the **child's** ability to function in the **school** environment (note: some physical or medical disabilities have little or no impact upon the **child's** ability to function in the **school** environment); or
b) requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A **child** with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the **child** with autism.

In order for a diagnosis of autism to be made, the **child** needs to demonstrate difficulties in three broad areas:

a) social interaction,
b) communication, and
c) stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

Revised

A **child** diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the **child** with FASD. **Children** with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention and concentration, will need extensive intervention and support.

➡ DEAFNESS (Code 45)

Revised

A **child** with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication, or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and

b) requires extensive modifications and specialized educational supports; and

c) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a **child** has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

➡ BLINDNESS (Code 46)

A **child** with severe visual impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a **child** has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those **children** who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Revised

➡ SEVERE COMMUNICATION DISORDER (Code 47) - For ECS children only.

A **child** with a severe communication disorder has severe difficulty in communicating with peers and/or adults because of a severe disorder in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disorder.

Children whose primary language disorder is in the area of phonology are considered to meet criteria for Severe Communication disorder under the following conditions:

- A current speech/language assessment identifies the severity of the **child's** phonological delay as falling in the severe to profound range.
- The phonological delay is accompanied by delays in the **child's** receptive and/or expressive language.
- The phonological delay significantly impacts the **child's** intelligibility.
- The impact of the **child's** total language difficulties is such that extensive supports and services are required in order for the **child** to function within an ECS setting.

A speech-language assessment report completed within six months prior to the day the **child** begins his/her program must be submitted with the PUF application.

To facilitate communication skills, these **children** may benefit from small group work or clustering with peers of the same age, and a 475 hour program may be sufficient.

If a **child** has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disorder), then the **child** would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS **children** and does not apply for students in grades 1 to 12.

REQUIREMENTS

1. Payment of program unit funding is based on the approval of a Program Unit Application form (Form 01AL2.5a). A separate PUF application should be completed for each **school** that has **children** eligible for PUF. As part of the application, an individual budget must be submitted for each program unit listed on the application. The ECS operator should provide current assessment information to support the PUF application. The completed application, with original signatures, must be submitted to School Finance. The assessment information should be sent to the Special Programs Branch.

2. The following information pertaining to **children** receiving PUF must be kept on file by **ECS operators** and made available to the Special Programs Branch on request:
   a) an **Individualized Program Plan (IPP)** for each **child**;
   b) formal assessment documentation to support the severity of each **child's** special need (a current assessment report must be included with the PUF Application);
   c) informal assessment documentation reflecting current performance levels; and
   d) summaries of home visits representative of the program over the year; and
   e) current budget information.

3. The deadline for applications is January 1. **ECS operators** should plan and budget carefully for the school year as revisions will no longer be accepted. However, extenuating circumstances to this rule may be discussed with Alberta Learning personnel. Applications for **children** who are diagnosed or registered after January 1 will be accepted until May 1.

Revised

4. When a **child** leaves a program before the end date specified, a letter of notification must be submitted to the School Finance Branch outlining the following information:
   a) the **child's** program start date and end date; and
   b) an estimated cost of the **child's** program up to the time of departure. If no cost estimate is provided, the approved budget will be pro-rated based on the months the **child** was in attendance at the program.

   The original approved budget total and ceiling will then be reduced.

5. When a **child** with a severe disability moves from one **ECS operator** to another, a new PUF application based on the **IPP** must be submitted by the second operator prior to May 1 of the program year.

6. At the end of the school year, each **ECS operator** shall report actual expenditures applicable for all program unit children with the **ECS operator**. The expenditures for all program unit children should be reported on one statement, except program unit children in **Designated Special Education ECS programs** which should be reported separately.

   - All **private ECS operators** must report actual expenditures in the schedule pertaining to **Early Childhood Services** Program Unit Expenditures in the Audited Financial Statements which are due November 30. Operators of **designated special education ECS programs** that provide a program, which serves primarily **children** with severe disabilities, must also complete this schedule.
   - **School jurisdictions** must report actual expenditures on Form 01AL2.5b, "ECS Summary of Actual Expenditures". A separate ECS Summary of Actual Expenditures must be completed for each approved **Designated Special Education ECS program**. The completed form must be returned to School Finance by September 22.

7. If a **child** has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of PUF. This information should be kept on file and available for review by Alberta Learning.

   ECS operators must provide documentation to support continued PUF for previously eligible **children** with a severe communication disorder, a severe multiple disability (primarily involving language), or any other condition likely to change significantly as a result of intervention, maturation or changes within the **child's** environment. Documentation must include the following:

   - a statement from the appropriate professional that the **child** continues to demonstrate a severe disability;
   - description of the necessary supports and services the **child** requires as a result of the disability;
   - description of the impact of the disability on the **child's** ability to function within the ECS environment.

Revised

It is the responsibility of the **ECS operator** to ensure that all **children** claimed under PUF meet the eligibility criteria outlined. **ECS operators** who are uncertain about the eligibility of a **child** are encouraged to contact the Special Programs Branch. Special Programs Branch staff will provide confirmation of eligibility.

8. A **child's** program hours and/or home visits must be sufficient to meet the **child's** needs. If a combined program of **school** hours and home visits is provided, the **in-home program** must include a minimum of four in-home visits in order to be included in the ceiling calculation (see example of ceiling calculation). See definition of **In-Home Program** in Glossary.

9. For funding purposes, a full-time program must provide either 800 hours of instructional programming for a **child** in a program unit or a minimum of 36 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent combination of hours and visits.

10. 800 hours is the maximum number of hours that will be funded for ECS **children** receiving PUF. Summer programs are not eligible for PUF and should not be included as part of the 800 hour maximum.

Revised

In some exceptional circumstances, for a **child's** last year of PUF, additional program hours beyond 800 hours may be approved, based on an individual **child's** needs. A written request explaining the reason for the additional program hours must be submitted with the PUF application for approval by the Special Programs Branch. This exception will be subject to the ceiling maximum.

11. PUF is supplemental to the Basic Instruction funding. It is intended to cover the additional educational program costs required to meet the **child's** severe special needs.

When completing the budget for program unit costs, budget amounts should approximate anticipated costs. The following specifies the costs which may be included for PUF:

a) Instruction

(i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **child(ren)** in the unit. The number of hours claimed here may exceed the **child's** program hours by up to 10 percent. Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

(ii) Services Purchased – includes services of qualified personnel in the areas of speech therapy, occupational therapy, physiotherapy, mobility training, special education consultation, psychological and other services, and assessment costs for part or all of the program which are not provided free by public service agencies. Costs should be reasonable. Operators must keep records of all services purchased under PUF. All options regarding service delivery should be considered.

Revised

On-site Special Education consultation costs that are additional costs to the **ECS operator** and provide direct programming support, will be subject to a maximum of $1,500 per **child** based on a full-time program. For programs less than 800 hours, the $1,500 maximum will be pro-rated based on the program hours and/or number of eligible home visits. For example, special education consultation costs for 475 hours and 6 home visits would be calculated as: $\$1,500 \times \left(\frac{475}{800} + \frac{6}{36}\right) = \$1,141$.

Costs for special education administration may not be claimed in this category. These costs are more appropriately covered by the administration category or by basic instruction funding.

(iii) Supplies and materials - instructional supplies and materials which are particular to the **child's** program, and are in addition to supplies purchased with basic instruction funding. Costs in this area are usually in the $200 - $500 range per **child**. For costs over this range, please attach a list of supplies to the application. **ECS operators** are encouraged to maintain a resource inventory and an equipment loan pool.

b) **Parent** In-service - costs for **parents** who attend in-province workshops, seminars, in-service and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of **parent(s)**/guardian(s) to assist in the **child's** development. Costs in this category are usually in the $100 - $400 range per **child**.

c) Staff In-service - costs for teachers and teacher assistants who attend workshops, in-service, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance. Costs in this category are usually in the $200 - $500 range per **child**. Personnel included in Services Purchased are not eligible for Staff In-Service.

d) Transportation

Revised

Funding for transportation of ECS **children** is available by separate application (using form 02AL2.6) through ECS Special Needs Transportation Funding (Section 2.6) and through ECS Regular Transportation Funding (Section 2.7). PUF will pay for any transportation costs not covered by these Transportation grants. In order to determine which transportation costs are covered by PUF, all transportation costs must be listed on the PUF budget, then all transportation revenues (from the above transportation grants) must be deducted from the transportation costs. The following descriptions indicate the types of transportation costs which can be claimed and which transportation grants are available. Note: transportation claims must be submitted to School Finance by November 30 and only **children** who were enrolled by September 30 are eligible.

i) Transportation to and from **school**: Transportation funding for these costs may be claimed under section 2.6 for a **child** who requires special transportation; e.g. handi-bus, when, because of the severity of his or her disability or because of the **child's** age, the **child** cannot ride regular, rural or urban transportation or under section 2.7 for a **child** who is transported by a regular bus. Transportation costs in excess of the funding paid under section 2.6 or 2.7 may be claimed as transportation costs under program unit funding;

ii) **In-Home Programs**: Transportation funding for these costs may be claimed under section 2.6 for each scheduled visit made by a teacher, a **child** development specialist or a teacher assistant to the home of a **child** enrolled in an ECS **in-home program**. Transportation costs in excess of the funding paid under section 2.6 may be claimed as transportation costs under program unit funding;

iii) Other - Field Trips: Transportation costs for this area may be claimed as transportation costs under program unit funding. Field trips claimed must be those provided in addition to field trips for the regular ECS class or for a **child** who, because of his/her disability, requires special transportation on a regularly scheduled field trip; and

iv) In-Program: Transportation costs for this area may be claimed as transportation costs under program unit funding. In-program transportation costs must be specified and must be for transportation of the **child** from one program to another program or agency as part of the **child's Individualized Program Plan (IPP)**.

e) Operation and Maintenance

Funding for this area is now provided under Section 2.10 – Plant Operations and Maintenance funding. Costs for this category may not be claimed on the PUF budget.

f) Administration

Funding for this area is now provided under Section 2.9 – System Administration funding. Costs for this category may not be claimed on the PUF budget.

g) Contribution to Capital Fund - expenditures for specialized furniture and equipment required to meet the special needs of the **child**, which are not available free or subsidized by another source.

i) For any major purchase, such as computer hardware, FM systems, etc., a written recommendation from an appropriate specialist is required indicating the necessity for the equipment. This letter should be attached to the PUF application.

ii) Approval by the Special Programs Branch is required for all capital expenditures.

iii) Expenditures should not exceed 15 percent of the budget total.

iv) A specialized piece of furniture or equipment no longer used by the **child** remains the property of the **ECS operator**, not of the **child** or **parents** of the **child**. If a **child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**.

v) Renovations to a building to be used for the benefit of all **children** in the instructional area are not eligible for support under this section. **School jurisdictions** receive funding for renovations through the Building Quality Restoration Program (BQRP).

vi) Administrative capital purchases cannot be claimed under this category.

Revised

12. Designated Special Education ECS programs.

These are ECS programs where at least 70% of ECS children enrolled have a severe disability. The following requirements apply for these programs:

a) Prior approval is required to qualify for this status;

b) Operators who qualify for this status may claim all education program costs except capital building costs;

c) A budget based on the total education program costs must be submitted on the program unit funding application budget page for **Designated Special Education ECS programs**;

d) Operation & Maintenance costs: This would include costs associated with the operation and maintenance of the **school facility** and would also include rent costs;

e) Administration: Reasonable costs for administration of the **ECS** program may be claimed here. Costs in this area are typically in the 6% to 12% range;

f) Capital costs must meet the specific needs of a **child** or a group of **children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category;

g) Alberta Learning will apply all applicable revenues to the total program costs (such as basic instruction funding, mild/moderate funding, Program Enhancement Project (PEP) funding, ECS transportation funding and other applicable revenues) to determine a net program cost total to which the program unit funding will apply;

New

h) **Designated Special Education ECS programs** must comply with all Conditions, Requirements and Considerations outlined in Section 2.5, Program Unit Funding, of the Funding Manual. These programs must also comply with the expectations outlined in the *Guide to Education for Students with Special Needs* and the principles contained in Alberta Learning's *Kindergarten Statement (2000);*

New

i) Applications for new programs must be submitted as a proposal to the Director of the Special Programs Branch by June 1 for approval. To be considered for this designated status, the program must have operated for at least one year. Newly designated programs will be subject to program review within the first year. The proposal should contain the following information:

- a rational for applying for status as a **Designated Special Education ECS program** including the potential benefits to children with severe special needs and their families. The rationale should also explain why the program could not operate as a regular ECS program and should highlight how receiving the designated status will resolve those issues.
- an overview of the proposed program including population served, program format, service delivery model, support services provided, and a brief summary of the role descriptions of program staff.
- a proposed budget completed using form 02AL2.5a. This budget should outline all estimated expenditures and projected revenues; and

New

j) The status of approved **Designated Special Education ECS programs** may be reviewed and withdrawn at any time by Alberta Learning.

CONSIDERATIONS

1. A **child with a severe disability** who:

a) is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which s/he is counted; and
b) is eligible to enter grade 1 under the school entrance age policy of a **school jurisdiction**; and
c) has not spent 3 years in an **Early Childhood Services Program**,

may be eligible for PUF if, in the opinion of the **school jurisdiction, parent** and **ECS operator,** the **ECS Program** is appropriate for the **child**.

2. The calculation of the ceiling amount for a single program unit using examples of a centre-based program, an **in-home program** and a program based on a combination of centre hours and in-home visits is determined as follows:

Calculation of the ceiling for a centre-based program of 500 hours	Calculation of the ceiling for an in-home based program of 10 in-home visits	Calculation of the ceiling for a combined program based on 500 centre hours and 10 in-home visits
$\frac{500 \text{ hrs}}{800 \text{ hrs}} \times \$20,864$ $= \$13,040$	$\frac{10 \text{ visits}}{36 \text{ visits}} \times \$20,864$ $= \$5,796$	$\frac{500}{800} + \frac{10}{36} \times \$20,864$ $= \$18,836$

3. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs to be less than $14,000 per **child**. Careful stewardship of funds by **ECS operators** is integral to the PUF program.

4. The decision to cluster or group **children** into a program unit for programming purposes should be based on the educational needs of the **children** involved. However, it is expected that operators will cluster **children** with similar needs who receive services in the same setting and at the same time whenever possible.

5. For a program unit with more than one **child**, the ceiling is calculated as follows:
   - Choose the **child** with the highest combination of hours and/or home visits. Calculate the ceiling for this **child** as follows:

$$\left[\frac{\#\text{ hours}}{800} + \frac{\#\text{ visits}}{36} \times \$20,864 \right]$$

   - To this amount, add, for each additional **child** in the program unit as follows:

$$\left[\frac{\#\text{ hours}}{800} + \frac{\#\text{ visits}}{36} \times \$5,175 \right]$$

Example

For a program unit (cluster) of three **children**, where:

- **child** #1 has 500 hours and 10 home visits
- **child** #2 has 400 hours, no home visits
- **child** #3 has 600 hours and 4 home visits

The ceiling is then calculated as follows:

$$\begin{array}{llrcr} & \left[\dfrac{500}{800} + \dfrac{10}{36}\right] & \times \ \$\,20{,}864 & = & \$18{,}836 \\ + & \left[\dfrac{400}{800}\right] & \times \ \$5{,}175 & = & \$2{,}588 \\ + & \left[\dfrac{600}{800} + \dfrac{4}{36}\right] & \times \ \$\ 5{,}175 & = & \underline{\$4{,}456} \\ = & \text{Total ceiling for the unit} & & & \$25{,}880 \end{array}$$

6. Funding ceilings will be adjusted when a **child** starts a program after December 31 or when a **child** leaves the program earlier than planned. In these situations, the ceiling will be the lesser of:
   a. a pro-rated ceiling amount of $2,086 per month for the number of months the program runs; or
   b. the ceiling amount based on the program hours and/or the # of home visits.

For example, the ceiling amount for a **child** in a four month program with 300 hours and 4 home visits would be calculated as follows:

Ceiling calculation for a 4 month program in a 10 month program year
Lesser of: a) $20,864 X 4/10 = $8,346 or b) $20,864 X (300/800 + 4/36) = $10,142 Ceiling amount is $8,346

7. For **ECS operators** who are providing a program for a **child** with a severe disability in the regular ECS classroom:

   The Basic Instruction funding, Part 2, Section 1, is paid on behalf of all **children** in an **ECS Program**. Basic Instruction funding is available for **children** with a severe disability who are as young as 2 years 6 months on September 1. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a **child** with a severe disability was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as program unit costs because the basic instruction funding supports these costs.

8. For **ECS operators** contracting placement in a Day Care and for Day Cares with approved ECS status the following apply:
   a) In circumstances where a **child** is placed in a day care program because the location is the best place to implement the **IPP** for the **child**, the fees only for the education component portion of the day may be claimed from PUF. The education component should reflect a typical education schedule

   b) Costs for **child** care are not eligible to be claimed under PUF.

9. **ECS operators** may appeal program unit funding decisions by contacting the Director of the Special Programs Branch.

REFERENCES

ECS Program Unit Funding: A Handbook for ECS Operators

SECTION 2.6
TRANSPORTATION – SPECIAL NEEDS FUNDING

PURPOSE

Revised

This funding is provided to **ECS operators** for the transportation of **children** with special needs to and from an **ECS program** who can not be accommodated by regular transportation. This funding also provides for the transportation of a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

CONDITIONS

1. Special Transportation

   a) For the purpose of this section, special transportation means transportation established or provided for a **child** with special needs (**mild, moderate** or **severe disability)** when because of his/her disability or because of the **child's** young age (2 1/2 to 4 1/2 years old), the **child** is not able to ride regular, rural or urban transportation, and, therefore, special transportation such as a handi-bus is required. Program or **school** location shall not be considered when determining eligibility for this funding.

   b) A **funded student with a disability** who is eligible to enter grade 1 and is at least 5 years 6 months on September 1 cannot be counted for ECS transportation. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the rural or urban transportation funding in Part 1.

2. In-home Program Transportation

   a) For the purpose of this section, in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

   b) In-home transportation funding will not be paid for more than the following number of visits to any one home during a program period:

      i) 36 visits in the case of a program unit **child**, or
      ii) 22 visits in the case of any other **ECS** program.

3. Transportation costs incurred for field trips or in-program activities cannot be claimed under this funding. These costs may be claimed for **children with severe disabilities** under PUF.

REQUIREMENTS

1. An **ECS operator** that claims ECS special needs transportation funding must transport, or make arrangements for the transportation of children with special needs attending the ECS program.

2. If the transportation of children with special needs is not done by the **ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the children.

Revised

3. **Private ECS operators** must submit to School Finance, by November 30, Form 02AL2.6, the Early Childhood Services Transportation application form. **School Jurisdictions** should claim Special Needs Transportation funding for ECS children according to Requirement #1, in Section 1.20 (Special Transportation Funding).

   The special transportation funding provided for ECS **children** is calculated by multiplying the number of **children** who require special transportation because of their disability by the number of program operation days. The total transportation days are multiplied by the special needs transportation rate. **ECS operators** must return the completed form to School Finance.

   Funding for in-home visits made by a teacher or other professional is calculated by multiplying the number of scheduled in-home visits by the special needs transportation rate.

4. **ECS operators** are to maintain records of:

   - names of **children** transported;
   - number of days each individual **child** is transported;
   - number of in-home visits;
   - actual costs of transportation; and
   - special transportation provided.

For **ECS programs** beginning in September:

5. The **count date** for transportation funding is September 30. The completed form 02AL2.6 must be submitted to School Finance by November 30.

For **ECS programs** beginning after September 30:

6. The **count date** for transportation will be the last operating day in the month in which the program begins. Form 02AL2.6 must be submitted to School Finance within three weeks of that **count date**.

7. **ECS children** registered after the **count date** are not eligible for special needs transportation funding. Transportation costs for ECS children with severe disabilities eligible to receive PUF may be claimed as a Program Unit expense.

CONSIDERATIONS

1. A school board, **private school**, or **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

SECTION 2.7
TRANSPORTATION - REGULAR FUNDING

PURPOSE

This funding enables **ECS operators** to provide transportation for ECS **children** to and from their **ECS** program.

CONDITIONS

1. **Children** who reside at least 2.4 kilometres from the **ECS program** in which they are enrolled will be eligible for transportation funding.

2. Revised A child with special needs (mild, moderate or severe) who requires transportation to and from school (Condition #1 does not apply for these children) is eligible for this funding if they are able to ride regular transportation. If a claim is made under this section, no other transportation funding to and from the **ECS program** may be claimed.

3. Transportation costs incurred for field trips or other activities cannot be claimed under this funding. (However, for **children** with severe disabilities, these costs can be claimed under the Program Unit Funding (PUF).)

4. A **child,** older than 5 years and 6 months of age on September 1, is eligible under this section only when that **child** has been assessed as **developmentally immature** and is not claimed under Section 1.1, Basic Instruction.

REQUIREMENTS

1. An **ECS operator** that claims ECS regular transportation funding must transport, or make arrangements for the transportation of, **children** attending **ECS programs**.

2. If the transportation of children is not done by the **ECS operator**, then a contract or signed agreement must be in place with the company or person(s) transporting the children.

3. Revised To apply for regular ECS transportation funding, **ECS operators** are required to submit to School Finance by November 30, Form 02AL2.6, Early Childhood Services Transportation application. **School jurisdictions** that provide transportation for an ECS **child** will claim the **child** as either an **eligible passenger** under rural transportation, urban transportation or metro urban transportation block. For further details please refer to Section 1.19, Rural Transportation; Section 1.21, Urban Transportation; and Section 1.22, Metro Urban Transportation Block.

4. For **ECS programs** beginning in September, the **count date** for transportation funding is September 30.

5. For ECS programs beginning after September 30, the **count date** for transportation will be the last operating day of the month in which the program begins. Form 02AL2.6 must be submitted to School Finance within three weeks of that date.

6. **ECS children** registered after the **count date** are not eligible for regular transportation funding.

CONSIDERATIONS

1 A **private ECS operator** may receive transportation funding for each ECS **child** eligible for transportation and transported by:

  i) a **school bus**;
  ii) a public transit system; or
  iii) a **parent** where the **private ECS operator** does not provide bus services.

2 **Private ECS operators** may enter into agreements with **school jurisdictions** for the transportation of **children** enrolled in their programs. Funding for these **children** will be claimed by the **school jurisdictions** providing the transportation service.

3 A school board, **private school**, or **private ECS operator** providing transportation to and from an **ECS program** may charge the **parent** of a **child** a fee for the transportation service. The amount of the fee shall not exceed the total cost of the provision of ECS transportation services less the ECS transportation funding received from Alberta Learning.

4 **Private ECS operators** who do not have a contract with a **school jurisdiction** and make their own transportation arrangements will be funded at the urban rate for each **eligible transported ECS child**.

PURPOSE

This funding is provided to address the needs of children in **Early Childhood Services (ECS) programs** who are experiencing difficulties in developing reading readiness and early literacy skills. This will provide **ECS operators** with additional human resources that may be flexibly deployed as long as the ultimate benefit of any assignment serves to enhance the early literacy skills of those children identified as at risk.

This funding will also provide for early literacy resources and in-service for ECS teachers, other staff and volunteers deployed as part of the **ECS operator's** early literacy program.

CONDITIONS

1. An **ECS operator** may receive Early Literacy funding for programs provided for **children** enrolled in an **ECS program**.
2. In order to access funding, an **ECS operator** must indicate on their Notice of Intent they are providing components of a new or enhanced Early Literacy program.
3. Funding will be based on the current year enrolment with a minimum of $1200 available to each **ECS operator**.
4. **ECS operators** must use the funding provided for additional human resources, the assessment and diagnosis of children, the acquisition of early literacy resources, or to provide in-service for parents, and for ECS teachers, or other staff that may be deployed as part of the Early Literacy program.
5. If an **ECS operator** receives minimum funding, there is no requirement to hire additional human resources for the Early Literacy program. Smaller **ECS operators** are encouraged to work with other school authorities to purchase or co-ordinate Early Literacy services for their children.

REQUIREMENTS

1. An **ECS operator** that receives funding for Early Literacy must provide the program and, unless Condition 5 (above) applies, must ensure that there is flexibility in delivery of the program so that all **children** who need early literacy assistance have access to the program.
2. An **ECS operator** that receives funding for Early Literacy must employ additional human resources unless Condition 5 applies. Such additional staffing shall be under employment conditions that the **ECS operator** deems most appropriate.
3. An **ECS operator** shall ensure its records document that the funding allocated under this section has been expended for the purposes for which it was intended. An **ECS operator** will be required to report revenues and expenditures in the audited financial statements.

PURPOSE

This funding provides for effective and efficient administration of **Early Childhood Services (ECS) Operators** (excluding **School Jurisdictions**).

CONDITIONS

1. Funding for administration is based on a percentage of TOTAL **ECS** funding an **ECS Operator** receives from Alberta Learning for:

   a) basic instruction;
   b) special needs funding (including program unit funding);
   c) transportation;
   d) plant operation and maintenance, and
   e) early literacy.

2. The percentage used in the calculation of administration funding is based on the number of FTE **children** using a ratio of .5 FTE per **ECS** child.
   Two (2) **ECS** children = 1 FTE.

   ECS Operators:

   a) with fewer than 2000 FTE **children** receive 6 percent;
   b) with more than 6000 FTE **children** receive 4 percent; and
   c) with between 2000 and 6000 FTE **children** receive between 6 and 4 percent on a sliding scale. (See example in Considerations.)

REQUIREMENTS

1. An **ECS Operator** is not required to apply for administration funding; Alberta Learning determines an **ECS Operator's** eligible funding using information on student enrolments and funding that Alberta Learning provides for instruction, special needs funding, plant operations and maintenance and student transportation.

CONSIDERATIONS

New 1. **School Jurisdictions** receive System Administration funding for **ECS** children under Section 1.17 of the Funding Manual.

2. The formula for calculating the percentage used in the determination of ECS Administration Funding for **ECS Operators** with between 2,000 and 6,000 FTE children is as follows:

   6% - [(FTEs – 2,000) x 2% ÷ 4,000]

   For example, the percentage for a school authority with 4,000 FTE children is calculated as follows:

   6% - [(4,000-2,000) x 2% ÷ 4,000]
   = 6% - [2,000 x 2% ÷ 4,000]
   = 6% - .01
   = .05 or 5%

SECTION 2.10
PLANT OPERATIONS AND MAINTENANCE FUNDING

PURPOSE

Revised

This funding, provided to **private ECS operators** and **funded private schools** with **ECS** programs, is for the maintenance and operations of school buildings that are safe, comfortable and suitable learning environments for children.

CONDITIONS

1. Funding for plant operations and maintenance is based on:

   a) the number of **children** in **ECS** at 0.5 FTE;
   b) the area in square metres is based on an allocation of forty (40) square metres for every twenty-five (25) **children** in the program or portion of 25 children.

REQUIREMENTS

1. An **ECS Operator** is not required to apply for plant operations and maintenance funding; Alberta Learning determines an operator's eligible funding using funded FTE enrolment, square metres based on enrolment, sparsity, and distance information.

CONSIDERATIONS

New

1 **School jurisdictions** with **ECS** programs will receive their Plant Operation and Maintenance funding from Alberta Infrastructure. The formula for calculating the funding may be different from the one outlined in this section.

2. Example of calculating Plant Operations and Maintenance funding for an **ECS** program of 15 children.

   (# children x rate per child) + (Area rate per 25 children)
   = (15 x $227) + ($456)
   = $3,861

3. Example of calculating Plant Operations and Maintenance funding for an ECS program of 40 children.

   (40 x $227) + [$456 x 2]
   = ($9,080) + ($912)
   = $9,992

   $456 is provided for every 25 children or portion of 25 children

PURPOSE

This funding provides support to **funded private schools** for the instruction of students in core programs, complementary programs and programs for students with special needs including students who are gifted and talented.

CONDITIONS

1. All **private schools** eligible for funding must follow the same requirements for teaching the Alberta Programs of Study as public schools.

2. **Funded private schools** must provide students with access to: New

   - Up to 950 hours of instruction for grade 1
   - 950 hours of instruction for grades 2 to 9
   - 1000 hours of instruction for grades 10 to 12

3. Basic instruction funds are provided for each **funded student in grades 1 to 12**. Basic instruction funding includes funds to support programs for students with mild and moderate special disabilities and students who are gifted and talented. The level of funding included in the Basic Instruction funding amount for students with mild and moderate disabilities and students who are gifted and talented is the minimum amount that **funded private schools** are expected to pool and utilize for the provision of programs to these students. It is expected that **funded private schools** will pool special education funding and allocate it to **schools** to meet the needs of students with special needs.

4. New All individuals between the ages of 6 years and less than 20 years old on September 1 may be eligible for this funding. See definition of **funded student** in the Glossary.

5. All individuals aged 5 years and 6 months or greater, but less than 6 years old on September 30 are counted as **funded students** under the instruction block if they are eligible to enter grade 1 under the school entrance policy of the **funded private school**.
   The exceptions to this condition are:
   a) **children** who have spent less than the number of years in the program for which they are eligible for funding, e.g. receiving less than three years Program Unit funding; or

   b) **children** who are not enrolled in an **Early Childhood Services (ECS) Program** until this age; or

   c) **children** who have been assessed as **developmentally immature**.

   In these circumstances when, in the opinion of the **funded private school** and the **parent**, an **ECS Program** is appropriate; the individual is counted as a **child** under ECS.

New

6. For students in grades 1 – 10, funding is provided based on enrollments as of September 30.

Revised

7. Individuals 6 years or older, but less than 7 years old, who are **developmentally immature**, or who are children entering an **ECS** program for the first time, may be counted as **children** under ECS.

   a) Under no circumstances can an individual be counted as both a **funded student** and as a **child** in the same school year.

   b) If the individual is both **developmentally immature** and has special needs, then the special needs take precedence over the immaturity and the individual is counted as a funded student for instructional funding.

8. **Course Completions for students in Grades 10 to 12**

Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

Revised

a) A regular course is considered completed for funding purposes when:

   i) A grade 10 student has received a final mark of 25 percent or greater in a course;
   ii) A grade 11 or 12 student has received a final mark of 25 percent or greater in the course; and
      - has attended at least 50 percent of the classes in the course, or
      - has responded to instruction in at least 50 percent of the course content.

Revised

b) For courses delivered to students on-line or by distance learning, which do not require students to attend classes, the attendance funding criteria do not apply. Funding will be provided if the student has received a final mark of 25 percent or greater and has completed at least 50 percent of the course content.

c) Schools are required to maintain and retain records required to substantiate funding claims as follows:

   i) For all regular courses, with the exception of Career Technology Studies (CTS) courses, **schools** must maintain records of course outlines and detailed assessment records for student work in the course, records of student withdrawal, student attendance, mid-term and final marks.

Revised

   ii) For CTS courses, **schools** must maintain records of course outlines and detailed assessment records for student work in the course

d) Students are not restricted in the number of credits they can take in a school year.

9. Funding for Funded Students in Grades 10

Basic instruction funding for grade 10 students is based on the following:

New

a) Grade 10 students who take a full-time program will be funded at $2,998 per student. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.

New

b) Grade 10 students who take a partial program will be funded at $1,499 per student. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New

c) Funding is provided to the school authority where the **funded student** was enrolled on September 30. If a **funded student** is enrolled in two or more **school authorities** on September 30, the school authority that provides the most instructional minutes will receive the applicable funding (i.e. full-time program or partial program).

New

d) If a grade 10 **funded student** transfers to another school authority after the September 30 **count date**, and if the student did not earn any credits with the first school authority, the second school authority will receive the applicable funding (i.e. full-time program or partial program).

New

e) Funding is provided on a full-time program or partial program basis for all grade 10 course credits earned with the priority school authority from September to June, where instruction is provided, including those earned during regular school hours, weekends, evenings, in schools, off-school site instruction, in **Outreach programs**, and in Alberta Distance Learning (ADL) courses.

New

f) For summer school course credits, which start and end during July and August, funding will be based on Credit Enrollment Units (CEUs). If a student completes grade 9 in June of a school year and takes a grade 10 course(s) in the following summer months, the courses will be paid for on a CEU basis and the credits will not count as part of the September to June grade 10 school year. The student (who took the grade 10 summer courses) must enter grade 10 in the September following the grade 9 year. If the student does not enroll in grade 10 in September, the CEU funding for the summer courses will be withdrawn.

Revised

g) Full-time program funding ($2,998) is provided for grade 10 students with special needs who are 15 years of age or older on September 1. This funding is also provided for students in **Outreach programs** who are coded as having special needs.

Revised

h) Grade 10 **funded students** enrolled in at least one of the following English as a Second Language (ESL) courses: ESL 1120, 1121, 1122, 1123, or 1125, will be funded at 17.5 credits per student per term ($1,499) or 35 credits per student for a full term ($2,998). The credits earned in another term, during the grade 10 school year, will be added to the 17.5 credits for the ESL term, and if the credits for the two terms totals 31 or more, full-time program funding of $2,998 will be provided.

Revised

i) When two French as a Second Language courses are taken in grade 10 in the same term, only credit for one course will be counted when determining if funding should be provided on a full-time program basis or a partial program basis.

Revised

j) Full-time program funding is provided for grade 10 **funded students** enrolled in approved Institutional programs on September 30.

New

k) Credits must be submitted to Alberta Learning for the school year in which they were earned (i.e. credits earned in one year cannot be claimed in another year).

New

l) Credits granted through **Challenge Assessments** for grade 10 students will not be counted towards a full-time or partial program, for funding purposes.

m) Integrated Occupational Program (IOP) course credits will be counted towards a full time or partial program basis at 5/3 times each credit completed.

Revised

n) Credits for senior high school courses completed during weekends, evenings, and the summer months will be accepted for funding purposes if instruction is provided for a minimum of:

- 80 hours for a five credit course; or
- 48 hours for a three credit course.

Revised

o) Grade 10 course credits earned for Registered Apprenticeship Program (RAP) Work Experience, Special Projects and other credit courses involving substantial off-campus instruction will be counted towards a full-time or partial program for funding purposes.

Revised

p) Grade 10 course credits earned for repeated courses will be counted towards a full-time or partial program for funding purposes as long as instruction is provided in accordance with the same requirements as the first time the course was taken. Credits for repeated courses taken, where the student previously received a mark of 100 percent in the course, will not be counted for funding purposes;

Revised

q) Grade 10 course credits earned for locally developed senior high school credit courses, where instruction is provided, will be counted towards a full-time or partial program for funding purposes.

Revised

r) Grade 10 course credits earned for credit-bearing religious education courses where instruction is provided, will be counted towards a full-time or partial program for funding purposes.

Revised

s) Grade 10 course credits earned for Special Projects 10 - 20 - 30 courses will be counted towards a full-time or partial program for funding purposes.

Revised

t) Grade 10 course credits earned for courses completed with a final mark of 25 percent or more but failed by the student, based on the number of credits for the course taken, will be counted towards a full-time or partial program for funding purposes

u) Funding is provided for students in grade 10 who take full year junior high courses; 5 credits will be counted for each course completed (form 02AL3.1b) towards a full-time or partial program for funding purposes.

v) Grade 10 course credits earned in Alberta Distance Learning (ADL) courses paid by a **funded private school** for students whose marks are reported by the Alberta Distance Learning Centre (ADLC) (form 02AL3.1a) will be counted towards a full-time or partial program for funding purposes.

New

w) Credits earned by grade 10 students who enroll in a **funded private school** after the September 30 **count date**, if the student was not enrolled in any school authority in Alberta on or before September 30, will be counted towards full-time or partial program for funding purposes.

New

x) Funding for grade 10 students in approved heritage language private schools will continue to be provided on a CEU basis.

10. Funding for Funded Students in Grades 11 and 12

Basic instruction funding for students in grades 11 and 12 is based on the following:

Revised

a) Funding is provided on a Credit Enrollment Unit (CEU) basis for senior high school courses completed during regular daytime hours, weekends, evenings and the summer months, with a maximum of 60 CEUs funded per student per school year (September to August). For senior high school courses with a credit value of 3, funding is based on 2.5 CEUs. For courses with a credit value of 5, funding is based on 5 CEUs.

b) Funding is provided for credits in senior high school courses completed during weekends, evenings, and the summer months, if instruction is provided for a minimum of:

- 80 hours for a five credit course; or
- 48 hours for a three credit course.

c) Funding is provided for credits in ADL courses paid by a **funded private school** for students whose marks are reported by the ADLC (form 02AL3.1a).

d) Funding is provided for RAP, Work Experience, Special Projects and other credit courses involving substantial off-campus instruction;

Revised e) Funding is provided for repeated courses as long as instruction is provided in accordance with the same requirements as the first time the course was taken. Funding is not provided for students repeating courses where they previously received a mark of 100 percent in the course;

f) Funding is provided for high school credit courses completed that may not otherwise be counted towards a high school diploma (e.g. ESL 1125);

g) Funding is provided for credits earned through locally developed senior high school credit courses, where instruction is provided;

h) Funding is provided for credit-bearing religious education courses, where instruction is provided;

i) Funding is provided for credits in Special Projects 10 - 20 - 30 courses;

j) Funding is provided for students in senior high school who take full year junior high courses; the equivalent of 5 credits will be funded for each course completed (form 02AL3.1b);

Revised k) For students with special needs, who are 15 years of age or older on September 1 and classified as senior high students, funding is provided based on 35 CEUs. This funding is also provided for students in **Outreach programs** who are coded as having special needs;

l) Integrated Occupational Program (IOP) course credits will be counted at 5/3 times the regular CEU rate for each credit completed;

m) Students enrolled in at least one of the following ESL courses: ESL 1120, 1121, 1122, 1123 or 1125, will be funded at the rate of 17.5 CEUs per student per term or 35 CEUs for a full term. No additional funding is provided for other courses completed;

n) Funding is provided for credits granted through **Challenge Assessments** at 20 percent of the CEU value for the courses completed;

o) When two French as a Second Language courses are taken in the same term; only credit for one course will be funded;

p) Funding based on the Basic Instruction rate is provided for senior high school students enrolled in Institutional programs on September 30; and

Revised q) Funding is provided for courses that are completed but failed by students, on the basis of the number of credits for which the courses were taken.

11. Funding for Students In Integrated Occupational Programs (IOP)

New

a) To recognize the extra costs of providing an IOP program, the following funding is provided for those grade 10 **funded students** defined as IOP students:
- $3,600 per funded IOP student in a full-time program. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.
- $1,800 per funded IOP student in a partial program. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New

b) To be eligible for IOP funding, at least 50 percent of a grade 10 IOP student's total credits earned must be comprised of approved IOP credits.
Example: For a student who completes 20 credits (no 5/3 adjustment), at least 10 or more credits must be approved IOP course credits for that student to be defined as an IOP student for funding purposes.

Revised

c) For **funded students** in grade 10, IOP course credits will be counted towards a full time or partial program basis at 5/3 times each credit completed.

New

d) To prevent **school authorities** from being negatively impacted by the change in grade 10 IOP funding, **school authorities** may write to the Director of School Finance Branch to apply for top up funding equivalent to IOP funding calculated using the 2001-2002 funding formula. The written request should be sent after September 1, 2003, when the total credits earned are known. Requests will be reviewed on a case-by-case basis.

New

e) Students in grades 11 and 12 taking IOP courses will continue to be funded on a CEU basis.

12. Funding for Funded Students in Career Technology Studies (CTS) Courses

a) Funding for all CTS courses is based on one CEU per course.

b) A one credit CTS course is considered completed for funding purposes if the student has responded to instruction in at least 50 percent of the course content. If a student withdraws after responding to 50 percent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.

Revised

c) To receive funding for a CTS course, prerequisite requirements for that course must be met (i.e. through successful completion or successful challenge of the pre-requisite course) in the same or prior school term. No funding will be provided for a CTS course if the student has not completed the pre-requisite(s).

Revised

d) Schools are required to maintain and retain course outlines and assessment records for student work that reflects access to and effort in work related to at least half of the course content for each one-credit course considered eligible for funding, including students who have a withdrawal or incomplete status.

Revised

e) **Schools** may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context. The following shall apply for this type of situation:

- i) the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course;
- ii) prior to registration, **schools** provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses;
- iii) information and counselling services make clear that registration in an integrated course is optional;
- iv) students have access to an additional 25 hours of instruction over and above that provided for the regular course within the regular instruction day. Instructional time does not include teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities;
- v) teachers offer each of the integrated courses in accordance with the approved programs of study;
- vi) students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component;
- vii) the CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately;
- viii) if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first; and
- ix) a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

Revised

An “incomplete” status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field when it has been determined that the student will not be returning in the following term to complete the course and if the funding criteria have been met. **Schools** are required to maintain and retain records required to support their claim for CEU funding.

A “withdrawal” status occurs when a student chooses not to complete a course and the **school** wishes to officially remove that course from the student record. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. **Schools** are required to maintain and retain records required to support their claim for CEU funding.

13. Payment Not Provided for Funded Students in Grades 10 to 12

Basic instruction funding for students in grades 10 to 12 is **not** provided for:

a) waived or retroactive credits;

b) maturity credits;

c) courses completed by non-resident students and **First Nations students** as defined in the Glossary of Terms;

d) high school credits taken by junior high school students (except for summer courses); this includes CTS courses completed by students in junior high school and Heritage Language high school credit courses;

e) post-secondary courses, including those that have been approved as locally developed courses;

f) credits granted through evaluation of out-of-province courses; and

g) extra-curricular or co-curricular activities, such as competing on an athletic team.

14. New **private schools** must obtain accreditation through the Governance and Program Delivery Branch. Final approval is given by the **Minister**. Newly qualifying **private schools** will indicate:

a) The **school** is operated on a non-profit basis and is incorporated under the *Societies Act* or registered under Part 9 of the *Companies Act* or an act of the Legislature; and

b) The **parents** of **funded students** enrolled in the **school** are ordinarily residents of Alberta. (*School Act*, Section 236)

15 A **funded private school** must keep in force a blanket fidelity bond with respect to the **private school** for all employees and board members in an amount acceptable to the **Minister**. The amount that is acceptable to the **Minister** shall be $50,000 or the amount of the accumulated surplus plus 40 percent of Alberta Learning funding for the program year (the value of the first payment in the first month of operation), whichever is less.

Agents may refer to this as a "commercial blanket bond". With blanket bonding, no criminal investigation need be made before bonding and the insurance company need not assign blame for the **school** to be reimbursed in the event of defalcation of funds.

16. a) To receive funding, a **private school** must have seven (7) or more students from two (2) or more families enrolled who continue to be enrolled in the **school**.

b) A **private school** accredited through the Governance and Program Delivery Branch and approved by the **Minister** will be required to provide instruction to students for a minimum of one year before it is eligible for public funding unless otherwise approved by the **Minister**.

17. Payments to a newly qualifying **private school** will begin when all funding conditions have been met to the satisfaction of the **Minister**. Applications should be submitted to the Governance and Program Delivery Branch. Payments will discontinue if the **private school** fails to meet one or more funding conditions.

18. Where the enrolment in a **private school** drops by more than fifty (50) percent in a school year, the **Minister** may authorize a reduction in payments due the **school**.

REQUIREMENTS

1. New **funded private schools**

The form "Annual Operational Plan" will be sent to new **funded private schools** by the Governance and Program Delivery Branch. New **funded private schools** are required to provide:

a) a Certificate of Incorporation under the *Societies Act* or a non-profit company registered under Part 9 of the *Companies Act* or a special act of the Legislature;
b) documented proof that their **facility** meets all applicable municipal and provincial public health, safety and building standards requirements; and
c) a signed declaration that the program will operate in accordance with the *School Act*, Section 22.

2. Existing **funded private schools**

The form, "Annual Operational Plan", a comprehensive Notice of Intent to Operate, will be sent to **funded private schools** by the Zone Field Services Branches in April. **Funded private schools** may be required to provide documentation such as the current status of their Certificate of Incorporation and proof that their **facility** meets fire and health safety standards.

3. **Funded private schools** must complete and return the "Annual Operational Plan", to their respective Zone Field Services Branch by May 31. Information on this form initiates the first payment of the coming school year.

4. All **funded private schools** must advise their respective Zone Field Services Branch within one week of any changes which occur in **facility**, society, or programs during the school year.

5. Accredited **private schools** must send an updated list of teaching staff (based on teachers employed as of September 15) to their respective Zone Field Services Branch by September 19, including those who have been hired subsequent to May 31, 2001. Any changes to teaching staff after September 15, should be submitted to their respective Zone Field Services Branches within one week of any changes.

6. Basic instruction funding is based on:

Revised a) Student registration information in grades 1 to 10 as of September 30 that is submitted to Learner Records & Data Exchange by October 3;

b) Course completion information for students in grades 10 to 12 as follows:

   i) Student Information System for specific enrolment;
   ii) Student Records System / Course Information Database System (CIDS) for course marks;
   iii) **Schools** are required to maintain and retain for a period of 7 years, records of student attendance, mid-term and final marks, and course withdrawal for students in grades 10 to 12. Where a student accesses instruction in a manner other than classroom instruction, **schools** must maintain course outlines and assessment records for student work for the learner expectations of the course;

c) Student information on Form 02AL1.1b for students attending First Nations **schools**;

d) Student information on Form 02AL3.1a for students taking junior ADL courses; and

e) Student information on Form 02AL3.1b for senior high students taking junior high courses.

7. Basic instruction funding for a **funded private school** is calculated as follows:

a) for grades 1 to 9, by multiplying the number of **funded students** enrolled on the **count date** by the basic instruction rate;

New b) for grade 10, by multiplying the number of **funded students** enrolled on September 30 by the applicable program funding rate; and

Revised c) for grades 11 to 12, by multiplying the completed CEUs by the CEU rate, with a maximum of 60 CEUs per student per year (Sept. to Aug.).

8. Enrolment adjustments and modifications:

a) If an adjustment is required to the enrolment data reported to Learner Records & Data Exchange on September 30, **school authorities** must ensure that changes are made to their modification file.

b) After receiving your first RACERS data, any modification required can be submitted electronically using the Add Change Delete Form (Form 02AL1.1c) before the April 30 deadline.

CONSIDERATIONS

1. For grades 11 and 12, when a student transfers from one high school to another during a term in which a course is offered, the **school authority** that provided the majority of instructional minutes may request the funding from Alberta Learning.

2. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most **schools** in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **funded private schools**. The cost of the license, plus GST, is recovered from **funded private schools** on a FTE student basis.

3. Edulink, a new multi-function data exchange software tool has been created to help simplify current data management and exchange processes.

   The Council of Alberta School Superintendents (CASS) and Association of School Business Officials of Alberta (ASBOA) have agreed their membership will provide the necessary funds to support Edulink for a three-year period –from September 2002 to August 2005. Alberta Learning will deduct 35¢ plus GST per **funded student** and **ECS child** on behalf of all participating **funded private schools**. This deduction will be made in September and based on the prior year frozen **funded student** and **ECS child** count. The deduction will be reflected on the October funding statement. It is up to the individual **funded private schools** to apply for any GST rebate from the Government of Canada.

   Alberta Learning will forward the maintenance fee of $195,000 to Edmonton Catholic Schools, the host **board**. This funding will provide for the annual maintenance budget but is not sufficient to pay for significant changes to the software.

PURPOSE

This funding provides support to **Designated Special Education Private Schools (DSEPS)** for instruction of students with identified mild, moderate or severe disabilities.

CONDITIONS

New

1. Funding is provided for students with mild, moderate and severe disabilities, who meet Alberta Learning eligibility criteria, who were enrolled on September 30. Regular students attending the **DSEPS** with a sibling(s) at the **DSEPS** who has special needs will be funded at the regular **private school** basic instruction funding rate.

Revised

2. Funding is only provided to **DSEPS** that have been approved by the Minister of Learning. To obtain approval for this status the **private school** must send a request in writing to the Director of Special Programs Branch, Alberta Learning, **by June 1**. The Director will review the request to determine if the operator meets or exceeds Alberta Learning standards for special education programming and that students attending the **school** meet eligibility requirements for special education.

3. A **school jurisdiction** that directs a student to a **DSEPS** will pay all program costs, which are not covered by funding, provided by Alberta Learning to the **DSEPS**.

Revised

4. The **DSEPS** must advise parents of the need to discuss their **child's** mild or moderate special needs eligibility and placement options with their **resident board** prior to enrollment in the **DSEPS**. After consulting with the resident **school jurisdiction** about a special education program for their **child**, parents may make an informed decision on the most appropriate placement for the **child**. If parents then choose to send their **child** to the **DSEPS**, enhanced funding of $8,555 per student will be paid directly to the **DSEPS**, with no cost to the **school jurisdiction**. To confirm that parents did consult with their **resident board**, one of the following types of documentation must be kept on file at the **DSEPS**:
   - A signed registration form at the **DSEPS** which contains a statement declaring that the **parent** consulted with their resident **school jurisdiction**; or
   - A signed letter from the **parent** attesting that they consulted with the resident **school jurisdiction**; or
   - A letter from the resident **school jurisdiction** confirming that the **parent** consulted with them on their special needs **child's** placement options.

   These students must be coded by the **DSEPS** using the funding codes 110 and 500 with the applicable special needs 50s code (mild/moderate).

Revised

4. If a **parent** enrolls their **child** in a **DSEPS** without consulting with the **resident board** on the **child's** eligibility for a special education program, the **DSEPS** will only be eligible for basic support funding of $5,243 (rather than full funding of $8,555) per student. Included in the Basic support funding rate is funding for basic instruction, transportation and plant operation and maintenance. These students will be coded by the **DSEPS** using the funding code 500 with the applicable special needs 50s code (mild/moderate). The 110 code cannot be used for these students.

Revised

5. The **DSEPS** shall report all students enrolled in their **school** to Learner Records & Data Exchange. **DSEPS** must also notify **school jurisdictions**, in writing, of their resident students who are registered at the **DSEPS**. This list should indicate:
   - Which students are newly enrolled;
   - Which students currently attending who were enrolled in previous years; and
   - Which students' parents consulted with the resident **school board** on the special needs placement options for their **child** prior to enrollment at the **DSEPS.**

   A copy of this notification should also be sent to the Director of School Finance, at Alberta Learning, confirming which of the students' **parents** have discussed placement options with their resident **school jurisdiction** and which did not. This confirmation will determine the basis of Alberta Learning's payment to the **DSEPS** (i.e. enhanced funding or basic support funding).

6. Enhanced funding will be provided for students with mild/moderate disabilities whose parents placed them in the **DSEPS** prior to September 30, 1998 as long as they are attending the **DSEPS**.

Revised

7. For students enrolled with a **school jurisdiction** on September 30 who transfer to a **DSEPS** after September 30 in a school year (or vice versa), funding must be transferred on a pro-rated basis based on a 10-month program. The funding transferred would be paid for the months remaining in the school year. For example: If the student has transferred to a **DSEPS** on December 1, funding would be transferred as follows:
   - If the **parent** consulted with the **resident board** on the student's special education program, $5,988.50 would be transferred (7/10 X $8,555).
   - If the **parent** did not consult with the **resident board** on the student's special education program, $3,670.10 would be transferred (7/10 X $5,243).

   New

   If the student returns to the **school jurisdiction** in the same school year, the funding must then be returned by the **DSEPS** to the **school jurisdiction** on a pro-rated basis based on a 10-month program.

   No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.

Revised

8. For students with severe disabilities attending a **DSEPS**, basic support funding of $5,243 and severe disabilities funding will be provided to the **DSEPS.**

New

9. No satellite campuses for existing **DSEPS** will be approved without written consent of the Director of Special Programs Branch. Requests for satellite campuses must be submitted by June 1.

PURPOSE

This funding provides for programs that meet the special education needs of students with severe disabilities.

CONDITIONS

1. Eligibility for severe disabilities funding will be based on **all** of the following:

Revised

   a) assessment and diagnosis by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding);
   b) documentation/assessments of the student's current level of functioning in the learning environment;
   c) a current Individualized Program Plan (IPP) which addresses the student's diagnosed needs; and
   d) identification of the levels of support and services being provided to the student.

2. Funded private schools will use the following categories/codes and related definitions/criteria to determine a student's disabling condition for severe disabilities funding eligibility purposes:

➨ **SEVERE COGNITIVE DISABILITY** (Code 41)

Revised

A student with a severe cognitive disability is one who:

a) has severe delays in all or most areas of development;
b) frequently has other disabilities including physical, sensory, medical and/or behavioural;
c) requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology;
d) should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the student preclude standard assessments; and
e) has scores equivalent to the severe to profound levels on an adaptive behavioural scale (e.g., AAMR Adaptive Behaviour Scale-School: Second Edition (ABS-S:2) Vineland Adaptive Behaviour Scales, Scales of Independent Behaviour - Revised).

Revised

➡ SEVERE EMOTIONAL/BEHAVIOURAL DISABILITY (Code 42)

A student with a severe emotional/behavioural disorder is one who:

a) displays chronic, extreme and pervasive behaviours that require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the student and other students; and

Revised

b) has a diagnosis of psychosis including schizophrenia or bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression; and may display self-stimulation, self-abusive or aphasic behaviour;

and/or

c) is dangerously aggressive, destructive, and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder. In the most extreme and pervasive instances, severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an educational setting should be described. An ongoing treatment plan/behavioural plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

Revised

A clinical diagnosis of a behavioural disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavioural components that are not sufficient to qualify are: Attention-deficit/Hyperactivity Disorder (AD/HD), and Attention Deficit Disorder (ADD).

Revised

Note: Students diagnosed with Fetal Alcohol Spectrum Disorder (FASD) in the most severe cases should be reported under Code 44 rather than Code 42.

➡ SEVERE MULTIPLE DISABILITY (Code 43)

A student with multiple disabilities is one who:

a) has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the student functioning at a severe to profound level; and

Revised

b) requires significant special programs, resources and/or therapeutic services.

Students with a severe disability and another associated disability should be identified under the category of the primary severe disability.

A student with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.

A student with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild or moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural disabilities
- Speech and Language related disabilities

➨ SEVERE PHYSICAL OR MEDICAL DISABILITY - including Autism (Code 44)

A student with a severe physical, medical or neurological disability is one who:

a) has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment); and

Revised

b) requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made, the student needs to demonstrate impairment in the following areas:

- social interaction;
- communication; and
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

Revised

A student diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FASD. Students with severe FASD who exhibit significant impairment the areas of social functioning, life skills, behaviour, learning, attention and concentration, will need extensive intervention and support.

➨ **DEAFNESS** (Code 45)

Revised

A student with a profound hearing loss is one who:

a) has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 to 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear, and
b) requires extensive modifications and specialized educational supports; and
c) has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a student has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

➨ **BLINDNESS** (Code 46)

A student with severe vision impairment is one who:

a) has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
b) has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a student has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility.

For those students who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

3. Valid assessments or medical documentation confirming the disabling conditions must be retained on file and made available to the Special Programs Branch on request.

Revised

4. Severe disability funding for all students attending a **private school**, including **DSEPS** will be based on September 30 enrolments as reported by the **private school** to the Learner Records & Data Exchange. Severe disability funding will be paid directly to the **DSEPS** for eligible students with a severe disability.

5. If a student has a medical condition/disability which has not changed significantly since the initial diagnosis and was previously approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of severe disability funding.

6. Once a student is approved for severe disabilities funding, a review of eligibility will occur no more than every three years. The eligibility of new students may be reviewed in the first year they are claimed. Alberta Learning may audit claims approved for severe disabilities funding.

7. Students enrolled in an on-line, outreach, blended or home education program are not eligible for severe disability funding unless there are extenuating circumstances and prior approval has been obtained by submitting the request to the Director, Special Programs Branch by December 1.

8. Funded private schools providing an approved institutional program may not claim severe disabilities funding for students with severe disabilities who are funded through Institution Program Funding.

9. Severe disability funding for a **funded private school** is calculated by multiplying the number of **funded students with severe disabilities** by the appropriate severe disabilities funding rate.

REQUIREMENTS

Revised

1. **Funded students with severe disabilities** claimed for this funding must receive three or more of the following levels of support:

   a) a minimum of .5 FTE one-on-one instruction/intervention (e.g., teaching assistant time);
   b) specialized or adaptive equipment;
   c) assistance for basic care (e.g., toileting, grooming, catheterization);
   d) frequent documented monitoring of medical and/or behaviour status; and
   e) direct therapeutic service at cost to the system (e.g., behaviour specialist, orientation and mobility specialist).

2. **Funded private schools** must develop and implement an **Individualized Program Plan** (IPP) supported by appropriate medical, psychiatric, psychological or other professional documentation for each **funded student with a severe disability** identified and attending the private school.

Revised

3. a) Severe disability funding is based on student registration information for grades 1 - 12, as of September 30, that has been submitted to Learner Records & Data Exchange (LRDE) by October 3. To facilitate the monitoring process, private schools are asked to send a copy of the list of students with severe disabilities submitted to LRDE on October 3 to the Special Programs Branch on the same date.

   b) Adjustments to the number of students with severe disabilities reported to the LRDE on September 30 may be made up to November 30. Please provide the names of the student(s), Alberta Learning ID number, school and exceptional code to the Special Programs Branch.

Revised

4. For students with severe disabilities who transfer from a **private school** to a **school jurisdiction** after September 30, severe disabilities funding shall be transferred by the **private school** to the jurisdiction on a pro-rated basis based on a 10 month program year.

New

5. For students with severe disabilities who transfer from a **private school** (including **DSEPS**) to a different **private school** after September 30, severe disability funding shall be transferred from the first private school to the second **private school** on a pro-rated basis, based on a 10 month program year.

Revised

6. Students who are registered with **a school jurisdiction** on September 30 and are coded as having a severe disability, who then move after September 30 to a funded **private school** (including **DSEPS**), may be claimed for pro-rated severe disabilities funding by the funded **private school**. Pro-rated funding for applicable students may be claimed from Alberta Learning using the March 1 enrolment count date. Funding will be provided at 6/12 times the applicable rate for students with severe disabilities.

   This would also apply to students who move from an institution (i.e., a hospital program, young offender centre, etc.) to a funded **private school**. Funding provided to the **school authority** where the student was originally registered will not be affected or pro-rated.

   This pro-rated funding, based on the March 1 enrolment count, will also apply to newly identified/diagnosed students with severe disabilities who were not identified by the original **school authority** but were identified as a student with a severe disability after transferring to a funded **private school**.

   Students with a severe disability who were not registered with any school authority as of September 30, and who are registered in a funded **private school** after September 30, may also be claimed for pro-rated severe disabilities funding

   Funded private schools should identify these students to LRDE using the March 1 enrolment count date and provide a list of the students and documentation including monitoring forms, assessments, and **IPP** to the Special Programs Branch.

7. **Funded private schools** are required to report expenditures for students with severe disabilities.

SECTION 3.3
RESIDENT STUDENTS OF THE GOVERNMENT FUNDING

PURPOSE

This funding enables **funded private schools** to provide education programs that meet the education needs of resident students of the government. This funding is no longer available for new students; however, it continues for resident students of the government approved in 1997/1998.

CONDITIONS

1. Funding for this category has been discontinued. Commencing in 1998/1999, students in this category will be considered residents of the **school jurisdiction** in which they reside.

2. Students who were enrolled in **private schools** as resident students of the government in 1997/1998 will be "grandfathered" (for funding purposes) for as long as they remain a resident student of the government in a **private school**. The students who have been "grandfathered" are resident students of the government because they are in the custody of a director of Child Welfare, or have a guardian appointed under the Child Welfare Act. If their status as resident student of the government changes, they will no longer be eligible for funding in this category.

3. A student, who is 18 years of age on September 1 of the school year and who is no longer in the custody of a director, is not eligible as a **resident student** of the government.

4. If a **resident student** of the government is less than 18 years of age on September 1 of the school year and meets the custody requirements, the student will continue to be a **resident student** of the government for the remainder of the school year, even if the student turns 18 years of age and no longer has status under Child Welfare.

CONSIDERATIONS

1. To determine the number of **full-time equivalent (FTE) students** in a program, students should be counted for the full month if they begin before the 15th, or if they continue after the 15th of the month. Any period of time less than this will be pro-rated using the actual number of days the student attended the program for the month.

2. A **funded private school** providing an educational program for resident students of the government will be responsible for assuring that the program is of comparable quality to other programs provided by that **funded private school**.

REQUIREMENTS

1. For each student claimed, **funded private schools** must attach to their funding application a Resident Student Notification form from Family and Social Services.

2. Funding will be provided using Form 02AL3.3 "Resident Students of the Government Funding", which is sent to **funded private schools** by School Finance in August. This form is used for both advance and final payments. The initial payment for the school year will not be released until the final claims for the preceding school year are submitted.

   Funded private schools should apply for the advance payments using a **count date** of September 30. Upon completion of the program, the **funded private school** must submit a final Form 02AL3.3 providing the number of resident students of the government and the tuition fee or net program cost. **Funded private schools** must keep a record of resident students of the government and if students cease to be enrolled during the school year, costs will be pro-rated on the final claim.

3. **Funded private schools** will be compensated for reasonable costs of programs for resident students of the government. If the **funded private school** does not have a set schedule of fees by category of program, fees will be determined by calculating reasonable costs of programs, including transportation, minus any education funding provided for the students.

PURPOSE

Revised

This funding provides for education programs for students placed in **institutions** such as hospitals, young offender centres, treatment centers, youth assessment centers, and women's shelters.

CONDITIONS

1. **Funded Private Schools** authorized to provide an education program in an institution operated or approved by the Government of Alberta may qualify for institutional program funding. Funding is provided for students who reside in an institution or a group home with an educational program approved by Alberta Learning and who are:

   a) In the custody of Alberta Justice under the *Corrections Act*, the *Corrections and Conditional Release Act* (Canada), the *Young Offenders Act* (Canada); or

   b) In the custody of a director of Child Welfare, or have a guardian appointed under the *Child Welfare Act*; or

   c) In long term medical care with a Regional Health Authority; or

   d) A temporary resident of a women's shelter and requires protection from physical, psychological or sexual abuse.

   These are students who have been placed in the institution because they require care and protection, or they pose a danger to themselves or others, or they require extensive treatment and therapy.

2. **Funded Private Schools** must have approval from the **Minister** and a contract/agreement with Alberta Learning in order to provide an educational program to students in the institution. Application for program approval should be submitted to the Director of the Special Programs Branch of Alberta Learning.

New

3. Institutional funding will only be provided for eligible students who:

   a) Reside in the institution; and
   b) Are deemed to be resident students of the government as defined in Section 44 of the *School Act* and as outlined in condition #1; and
   c) Must receive their education program in the institution because they are not able to attend a local community school or the local community school cannot provide an appropriate program.

Alberta Learning will not provide funding to cover the education program costs for non-eligible students attending institutional programs as outlined above (i.e., students who do not reside in the institution and/or who are not resident students of the government). These would include day students, students placed by the school authority providing the institutional program, tuition students from another school jurisdiction, or tuition students from out-of-province.

Revised

4. Students with severe disabilities who reside in an institution will be funded through Institutional Program funding. Severe disabilities funding should not be claimed for these students.

REQUIREMENTS

Funded private schools with a contract or approval to provide an education program in an institution will be required to:

1. Ensure all eligible institutional students are registered as funding code 550, in order to receive Institutional Funding for the students;

Revised

2. Submit a budget of reasonable and eligible costs using form 02AL1.6 to the School Finance Branch by April 30 for the following school year. See Requirement #10 for further instructions;

3. Any significant changes to an approved budget must be submitted with a letter explaining the need for additional funds to the Special Programs Branch for approval;

Revised

4 Submit a statement of actual program costs and revenues using form 02AL1.6 to School Finance Branch by October 15 of the following school year. Funding will be based on the net actual cost of providing the program for costs approved on the budget. See Requirement #10 for further instructions.

New

The Special Programs Branch may request explanation for cost categories where actual costs significantly exceed the approved budget amount for that category;

5. Keep a daily attendance record for all students;

6. Submit an Annual Institutional School Profile Report form for the previous school year to the Special Programs Branch by October 15;

7. Ensure that the program provided in the institution is of comparable quality to other school programs provided by the **funded private school**. The institution's educational program shall be considered an integral part of the **funded private school** and subject to the same level of planning, evaluating and reporting required by provincial and local policy;

New

8. For approval of new institutional programs, private schools must send a written proposal, which provides a description of the program, and a budget to the Director of the Special Programs Branch by May 1 of the school year previous to the school year being applied for; and

Revised

9. For confidentiality and safety reasons Women's Shelter programs are not required to submit a listing of student names and student ID numbers with their final costs. However, if the program has claimed Basic Instruction funding for these students, this revenue should be shown on the budget and final forms.

New

Instructions for Completion of 2002-2003 Institutional Funding Applications

Important: There are two categories of institutional programs - Regular and Mixed programs.

1. Regular institutional programs only have institutional students (i.e. students who were placed in the institution by a government agency and they reside in the institution). Programs of this type should complete the Regular Institutional Program form.

2. Mixed institutional programs have both institutional students and non-institutional students. Non-institutional students are students who were not placed by a government agency and do not reside in the institution (i.e., day students, students placed by the school jurisdiction, tuition students from another school jurisdiction or tuition students from out-of -province.) Programs of this type should complete the Mixed Institutional Program form.

Instructional Salary Costs

a) Certificated Salaries & Benefits: teacher/school administration salaries and benefits.
b) Uncertificated Salaries & Benefits: teacher assistants and office staff.
c) Substitute Teacher(s): costs for substitute teachers when teachers or teacher assistants are not in school.

Supplies and Services Costs

a) Professional Development: staff training, conferences, and in-services.
b) Educational Supplies: materials & resources which students/teachers require for the educational program, such as textbooks, notebooks, videos, pens/pencils etc.
c) Educational Services: costs for educational or psychological assessments directly related to providing the educational program such as reading, math, I.Q., fine motor/gross motor.
   Note: Counseling, therapy or psychiatric services are not to be included in this category as these are the responsibility of the government agency operating the institution.
d) Office Supplies: materials for the administration of the school program such as paper, pens, binders, files.
   Note: Office capital equipment such as audio-visual equipment, copiers, staff computers, furniture, fixtures for the classroom or office are not to be included in

this category as these costs are the responsibility of the government agency operating the institution.

Technology Costs

Computers and computer upgrades, peripherals (printers for instructional use, peripherals for special needs students), technical support, and software for teacher and student use that supports the learner outcomes identified by Alberta Learning.

Technology costs will be calculated using the lesser of the following amounts:

a) Actual costs; or
b) (i) For regular institutional programs that have only institutional students, $500 X the daily average number of students (line D of the budget form), or
   (ii) For mixed programs (i.e. programs with institutional students and non - institutional students), $500 X the daily average number of institutional students (line E of the budget form); or
c) Maximum of $10,000 total per year. Requests over the maximum amount require prior approval from the Education Manager for Institutions at the Special Programs Branch.

Revenues:

Please list the Basic Instruction revenues you received (or plan to receive) for the institutional students who were enrolled on September 30 (note: these students should be coded as 550 in order to receive funding). List other funding you received for institutional students in your program, but do not include any Institutional Funding payments you have received. For Mixed Institutional programs, please ensure that the revenues reported are only for institutional students. Revenues for non-institutional students should not be included.

Average Number of Students Enrolled:

To calculate the average number of students enrolled:

Step 1: Determine the number of students enrolled **for each month** that the program operated. Note: students who are enrolled for more than one month will be counted for each month attended (i.e., if a student attends the program for 3 months, then the student would be counted for each of the 3 months attended). For 2002-2003 Budgets, please use monthly enrolments from the 2001-2002 school year. For 2002-2003 Finals, please use monthly enrolments for the 2002-2003 school year.
Step 2: Add up the enrolments for each month to get an annual total.
Step 3: Divide the annual total by the number of months the program operated to determine the average number of students enrolled.

Average Number of Institutional Students Enrolled: (Mixed Programs only)

Use same formula as above for average number of students enrolled except only use the number of institutional students and do not include the non-institutional students who are enrolled.

PURPOSE

Revised

Funding to **funded private schools** is provided to assist **parents** with the education of their **children** in the home.

CONDITIONS

Revised

1. Funding may be provided to **funded private schools** for **home education students** they have agreed to supervise and provide with learning resources. The education programs for these students must meet the student learning outcomes described in the Alberta Programs of Study or stated in the schedule attached to the Home Education Regulation.

2. Additional funding may be provided to **funded private schools** for **home education students** in grades 7 to 12 enrolled in the Alberta Learning Program of Studies through the Alberta Distance Learning Centre (ADLC) or through Distance Education Consortia operated by public **school authorities** in courses to a maximum of 50 percent of the cost of the registration fees and compulsory learning materials for these courses. The total cost of Alberta Distance Learning (ADL) courses funded by Alberta Learning for a **home education student** in a school year will not exceed the home education funding rate.

3. Additional funding may be provided to **funded private schools** for home education students in grades 1 to 6 taking a full course load of ADL courses where the total compulsory course costs exceed the 50 percent funding provided by the supervising **funded private school** to the home education parents.

Revised

4. Students enrolled in grades 1 to 9 and participating in a **blended program** and accessing 50 percent or more of their educational program at **school** may be claimed as **funded students** at the **private school** rate by the supervising **funded private school**. However, Alberta Learning will pro-rate funding based on the percentage of the student's program taken at **school** and the percentage of the student's program taken at home.

Revised

5. Students enrolled in grades 10 to 12 and participating in a **blended program** and accessing 20 percent or more of their educational program at **school** may be claimed as funded students by the supervising **funded private school**. However, Alberta Learning will pro-rate the funding based on the percentage of the student's program taken at **school** and the percentage of the student's program taken at home.

6. In accordance with Section 8 of the Home Education Regulation, a **funded private school** shall provide to a **parent** of a student enrolled in a **blended program** an amount of money using the home education rate which is in proportion to the percentage of the program or courses provided by the **parent**.

7. When a student moves from one **funded private school** to another school authority after September 30, and the receiving **school authority** agrees to purchase learning resources from ADLC or Distance Education Consortia operated by public **school authorities**, Alberta Learning will pay for 50 percent of the course costs to a maximum of the home education funding rate for the combined ADLC purchases for both **school authorities**. Revised

8. **Home education students** and their **parents** must live in Alberta on September 30 of the current school year.

9. Students enrolled in an on-line, outreach, blended or home education program operated by a **funded private school** are not eligible for severe disability funding unless there are extenuating circumstances and prior approval has been obtained by submitting the request to the Special Programs Branch.

REQUIREMENTS

1. **Parents** are responsible for submitting a completed Form 2 to the **funded private school**, who has agreed to supervise the home education program for their children. Form No. 2 is available from the **funded private school** or from Alberta Learning's Home Education Information package at: http://www.learning.gov.ab.ca/educationsystem/homeedinfo.pdf Revised

2. Home education students must be registered directly by the funded private school and not through another agency. New

3. The **funded private school** must conduct at least two assessments on-site in the home for each home education student they supervise per school year. Revised

4. A **funded private school** must offer annually no less than 50 percent of basic funding for home education to the **parents** of **home education students** for the purchase of Programs of Study and instructional materials.

   For elementary home education students (grades 1 to 6) taking a full course load of ADLC courses, if the total compulsory course costs (net of any applicable refundable deposit) exceeds the 50 percent funding provided by the supervising **funded private school** to the home education **parents**, the difference will be covered by additional funding provided by Alberta Learning. This funding may be claimed by submitting a completed form 02AL1.13b.

5. Home education funding is based on:

   a) Student registration information in grades 1 to 12 as of September 30 that is reported to Learner Records & Data Exchange by October 3;

   b) Report of ADLC courses for **home education students** on form 02AL1.13a; and

   c) Report of additional ADLC course costs for grades 1 to 6 on form 02AL1.13b.

6. Home education funding for a **funded private school** is calculated by:

   a) multiplying the number of **home education students** in grades 1 to 12 on the September 30 **count date** by the home education rate;

   b) adding 50 percent of compulsory ADLC course costs for students enrolled in grades 7 to 12, as paid for by the **funded private school**, not exceeding the home education funding rate;

   c) adding the compulsory course costs for **home education students** in grades 1 to 6 which exceed the 50 percent funding provided by the supervising **funded private school** to home education **parents**.

7. A **blended program** consists of a school provided portion and a home education portion. Funding for a supervising **private school** for each student enrolled in a **blended program** on the September 30 **count date** is the sum of the calculations in (a) and (b) following:

   a) Multiplying the percentage of each student's program in which the student is enrolled in a school provided portion of the **education program** at the **private school** by the basic instruction funding rate for **private schools**; and

   b) Multiplying the percentage of each student's program in which the student is enrolled in courses as a **home education student** by the home education rate including 50 percent of the ADLC course costs to the pro-rated portion of the maximum;

   Example:

   A student in a home education program 40 percent of the time and a regular school program 60 percent of the time would be funded as follows:

Home education funding	0.40	X	$1121	=	$448.40
Plus course costs to a maximum of 40 percent of home education rate	0.40	X	$1121	=	$448.40
Regular rate	0.60	X	$2620	=	$1572.00
Total					**$2468.80**

CONSIDERATIONS

Revised

1. **Funded private schools** shall have home education policies in place that indicate which Programs of Study and instructional materials will be considered for reimbursement, and the amount of reimbursement for students in blended programs.

REFERENCES:

Home Education Policy 1.1.2
Home Education Regulation 126/99

SECTION 3.6
LEARNING RESOURCES CREDIT FUNDING

PURPOSE

A credit for learning resources at the Learning Resources Centre (LRC) assists accredited **private schools** in purchasing learning resources from the LRC.

CONDITIONS

1. A learning resources credit will be provided to eligible **schools** that purchase learning resources from the LRC. For the purpose of this funding, eligible **schools** means accredited **private schools**.

Revised

2. The amount of the Learning Resource Credit for an eligible **school** is determined by multiplying the number of students in grades 1 to 12 on September 30, 2001 by the Learning Resource Credit rate. In order to receive the LRC credit, students must be registered with Learner Records & Data Exchange (LRDE).

REQUIREMENT

1. An eligible **school** is not required to apply for the Learning Resource Credit; Alberta Learning determines the eligible **school's** credit using enrolment information.

CONSIDERATIONS

1. The Learning Resources Credit is used by eligible schools to help pay for learning resources from the LRC. At the schools discretion, the LRC credit would cover 25 percent, while the school pays for 75 percent.
2. The LRC will charge the regular selling price after the credit amount is fully utilized.
3. Purchase orders will be applied automatically against the credit until the full credit amount is used unless requested otherwise by the ordering eligible **school**. Eligible **schools** that do not want a particular purchase order charged against the credit should clearly state, "DO NOT APPLY THE LEARNING RESOURCE CREDIT" on the purchase order.
4. For annual financial accounting and reporting purposes, eligible private schools must show the amount of credit utilized as "Provincial Revenue" and also as an expenditure on the Audited Financial Statements.
5. The 2002/2003 Learning Resource Credit ends March 31, 2003.
6. To assist eligible **schools** in managing purchases charged (expended) against this credit, LRC invoices will identify the funding credit used and credit remaining.
7. Eligible **schools** can visit the LRC web site to inquire about the status of their credit. The website address is www.lrc.learning.gov.ab.ca.

E3

PURPOSE

This funding is provided to address the needs of students in grades 1 and 2 who are experiencing difficulties in developing reading readiness and early literacy skills. This will provide funded private schools with additional human resources that may be flexibly deployed as long as the ultimate benefit of any assignment serves to enhance the early literacy skills of those students identified as at risk.

This funding will also provide funding for early literacy resources and in-service for teachers, other staff, and volunteers deployed as part of the funded private school's Early Literacy program.

CONDITIONS

1. A **funded private school** may receive Early Literacy funding for programs provided for **private school funded students** in grades 1 and 2.

2. In order to access funding, a **funded private school** must indicate on the annual operational plan, submitted by May 31 of the previous school year, that it plans to provide Early Literacy programs for grades 1 and 2.

3. Funding will be based on the current school year enrolments in grades 1 and 2.

4. **Funded private schools** must use at least 85 percent of the funding to hire additional human resources to support classroom teachers in giving students at risk the special help and attention they need. The remaining funding, up to a maximum of 15 percent may be used to purchase early literacy resources, or to provide in-service for parents and for teachers, or other staff deployed as part of the **school's** Early Literacy program.

REQUIREMENTS

1. A **funded private school** that receives Early Literacy funding must provide the program and ensure that there is flexibility in delivery of the program so that all grades 1 and 2 students in a **funded private school** who need early literacy assistance have access to the program.

2. A **funded private school** that receives Early Literacy funding must employ additional human resources and may do so under employment conditions that the **funded private school** deems most appropriate.

Revised

3. **Funded private schools** must keep a record of this funding. The funding should be used to hire Early Literacy related classroom support and to purchase Early Literacy resources. If the **private school's** program objectives have been met and not all the funding was utilized, the remainder of the funding may be utilized for other programs.

4. **Funded private schools** will be required to report on the number of students served and their level of achievement. **Funded private schools** will be required to report revenues and expenditures in their audited financial statements.

SECTION 4.1
FEDERAL FRANCOPHONE EDUCATION FUNDING

PURPOSE

Revised This funding for **French First Language (Francophone) Education** is provided by the Federal Government and is distributed to Francophone Regional authorities by Alberta Learning. This funding is supplemental to the funding provided by Alberta Learning to Francophone Regional authorities.

CONDITIONS

Revised

1. Under an agreement between the Governments of Canada and Alberta, and according to Section 10(1) of the *School Act*, Francophone Regional authorities may receive federal funds for providing a **French First Language (Francophone) Education** for **funded students** in ECS to grade 12.

2. Francophone Regional authorities may also include as **funded students** under this section:

   a) a **funded student** they have directed to attend College Mathieu in Gravelbourg, Saskatchewan; or

   New

   b) a student who attends another **school jurisdiction** with which the Francophone Regional authority has entered into an **Educational Services Agreement** as per Section 62 of the *School Act*. When registering these students, the providing **school authority** must register the students using code 145, and enter the authority code for the directing Francophone Regional authority in the "**Resident Board**" field. The Francophone Regional Authority does not register the student.

3. An individual who is a **First Nations student** is not eligible under this section.

REQUIREMENTS

Revised

1. Francophone Regional authorities must ensure all **funded students** receiving a **French First Language (Francophone) Education** are coded using code 221.

CONSIDERATIONS

Revised

1. This funding for Francophone Regional authorities is based on **student** enrolments as of September 30 (reported to Learner Records & Data Exchange by October 3) and the hours of French instruction for the school year (including both semesters for grades 10-12) for the reported students. The funding amount is calculated by multiplying the number of eligible FTE students by the per funded student rate provided in Consideration #4.

An FTE funded student means a **funded student** who:

- receives 712 hours of instruction in French per year in ECS to grade 6 (75 percent of 950 hours of instruction per year); or,
- receives 570 hours of instruction in French per year in grades 7 to 9 (60 percent of 950 hours of instruction per year); or
- receives 600 hours of instruction in French per year in grades 10 to 12 (60 percent of 1000 hours of instruction per year).

2. Francophone Regional authorities must provide the following minimum average number of student instructional hours in French per year:

	ECS	238 hours per **child** / year
	Grades 1 to 6	475 hours per student / year
	Grades 7 to 9	380 hours per student / year
**	Grades 10 to 12	(10 credits) 250 hours per student / year

** The 250-hour minimum refers to students who take one 5-credit Français course and one other 5-credit course taught in French such as social studies or mathematics in one year.

Revised

3. Students and ECS children receiving a **French First Language (Francophone) Education** that have less than the minimum average hours of instruction in French specified in Consideration #2, will be funded as follows:

ECS to Grade 10

Funding Rate Per FTE **Funded Student**	X	Instructional Hours per Year	X	Number of **Funded Students** in the program
		950 Hours		

Grades 11 to 12

Funding Rate Per FTE **Funded Student**	X	Instructional Hours per Year	X	Number of **Funded Students** in the program
		1000 Hours		

Revised

4. The following grant rates for 2002-2003 are provided as estimates for planning purposes only. Final grant rates will be confirmed once all enrolments for 2002-2003 are compiled.

PROGRAM	RATE
French First Language (Francophone) Education ECS- Gr.6	$105 per FTE
French First Language (Francophone) Education Gr. 7-12	$180 per FTE

SECTION 4.2
FEDERAL FRENCH LANGUAGE FUNDING

PURPOSE

Revised This funding for French Language programs and/or courses is provided by the Federal Government and is distributed to **school authorities** by Alberta Learning to assist students in learning French. This funding is supplemental to the funding provided by Alberta Learning to all **school authorities**.

CONDITIONS

1. Revised Under an agreement between the Governments of Canada and Alberta, **school authorities** may receive federal funds for providing instruction in French for **funded students** in ECS to grade 12. The categories of instruction involving French which are funded are as follows:

   a) **Alternative French Language Programs** (French programs offered under Section 11(1) and 21(1) (a) of the *School Act*, including French Immersion); and
   b) **French as a Second Language (FSL)** courses (French programs offered under Section 39 of the *School Act*.

2. An individual who is a **First Nations student** is not eligible under this section.

REQUIREMENTS

1. Revised **School authorities** must ensure that students in an **Alternative French Language Program** (such as French Immersion), which provides the minimum instructional hours in French outlined in Consideration # 2, are coded using code 211.

2. Revised **School authorities** must ensure that students taking FSL courses, or students in **Alternative French Language Programs** that do not meet the minimum instructional hours in French as outlined in Consideration # 2, are coded using code 230.

3. A **school authority** offering an **Alternative French Language Program** may, by resolution, authorize the commencement of an **Alternative French Language Program** in a **school** and upon passing the resolution shall inform the **Minister** in writing.

4. A **school authority** must develop, keep current and implement written policies and procedures consistent with provincial policies and procedures for:

   a) **Alternative French Language Programs** (such as French Immersion Programs); and
   b) **FSL courses**.

CONSIDERATIONS

Revised

1. Federal French Language funding is based on French program student enrolments as of September 30 (reported to Learner Records & Data Exchange by October 3) and the hours of instruction in French for the school year (including both semesters for grades 10-12) for the reported students. The funding amount is calculated by multiplying the number of eligible FTE students by the per funded student rate provided in Consideration #5.

   For **Alternative French Language Programs**, a FTE funded student means a **funded student** who:

   - receives 712 hours of instruction in French per year in ECS to grade 6 (75 percent of 950 hours of instruction per year); or,
   - receives 570 hours of instruction in French per year in grades 7 to 9 (60 percent of 950 hours of instruction per year).
   - receives 600 hours of instruction in French per year in grades 10 to 12 (60 percent of 1000 hours of instruction per year).

2. **Alternative French Language Programs** such as French Immersion should provide the following minimum number of student instructional hours in French per year:

ECS	238 hours per **child** / year
Grades 1 to 6	475 hours per student / year
Grades 7 to 9	380 hours per student / year
** Grades 10 to 12	(10 credits) 250 hours per student / year

   ** The 250-hour minimum refers to students who take one 5-credit French language arts course and one other 5-credit course taught in French such as social studies or mathematics in one year.

   If a student in an **Alternative French Language** program receives less than the minimum hours of instruction in French specified above, the student will be funded according to the formula for FSL (see Consideration #4).

Revised

3. FSL courses should fall within the following range of student instructional hours in French per year:

ECS to Grade 6	40 to 474 hours per student / year
Grades 7 to 9	40 to 379 hours per student / year
* Grades 10 to 12	125 to 250 hours per student / year

   * Schools will indicate 250 hours for students who take two 5-credit FSL courses in one year.

Revised

4. Students enrolled in a FSL course, or students and ECS **children** in an **Alternative French Language program** who receive less than the minimum hours of instruction in French specified in Consideration #2, will be funded as follows:

Grades ECS to 9

Funding Rate Per FTE **Funded Student**	**X**	Instructional Hours per Year 950 Hours	**X**	Number of **Funded Students** in the program

Grades 10 to 12

Funding Rate Per FTE **Funded Student**	**X**	Instructional Hours per Year 1000 Hours	**X**	Number of **Funded Students** in the program

5. The following grant rates for 2002-2003 are provided as estimates for planning purposes only. Final grant rates will be confirmed once all enrolments for 2002-2003 are compiled.

PROGRAM	RATE
Alternative French Language Program ECS – Gr. 6	$105 per FTE
Alternative French Language Program Gr. 7-12	$180 per FTE
FSL courses ECS – Gr. 6	$65 per FTE
FSL courses Gr. 7-12	$90 per FTE

REFERENCES

Policy, Regulations and Forms Manual
French as a Second Language and French Immersion Policy 1.5.2

SECTION 5.1
CHARTER SCHOOLS FUNDING

PURPOSE

This funding is provided for **charter schools** which have been granted flexibility and considerable autonomy to implement non-traditional educational programs to expand the range of educational opportunities available to students.

CONDITIONS

1. Funds are provided to charter boards for each **funded student** enrolled in an established **charter school** whose charter has been approved by the Minister. The **charter school** must comply with the terms of its charter and all applicable provincial legislation, regulation and policies.

2. The conditions and requirements for funding that apply to **school jurisdictions** under Part 1 also apply to **charter schools**; however, **charter schools** are not eligible to claim funding for Building Quality and Restoration Program (BQRP), debt retirement, and school capital projects in the Capital Block.

3. A **charter school** can make an agreement with a **school jurisdiction** for student transportation. Under such an agreement, the local **school jurisdiction** may claim funding for the transportation of **charter school** students as if they were previously students in the **school jurisdiction**.

4. If a **charter school** is unable to reach an agreement with a **school jurisdiction** for the transportation of **charter school** students, the **charter school** may claim student transportation funding for the student transported at the urban student transportation rate under the Urban Transportation formula.

5. **Charter schools** located in a town, village or hamlet with a population of less than 10,000 within a **rural district** or **division** and who are unable to reach an agreement with a **school jurisdiction** for the transportation of **charter school** students, may claim, with respect to each **eligible passenger** resident in a **rural district** or **division,** the average regular rural transportation allocation per **eligible passenger** transported for which the **board** of that **rural district** or **division** is eligible.

6. The student count used by a **charter school** for funding purposes must not include students counted by another **school authority**. It is the responsibility of the **charter school** to ensure that a student has not been counted by another **school authority** in the current school year.

REQUIREMENTS

Revised

1. To claim funding and receive payment from Alberta Learning, **charter schools** must meet the same conditions and requirements as **school jurisdictions** as outlined under Part 1 and Part 8 of this Manual.
2. **Charter schools** must be incorporated under the *Societies Act*, or by a company registered under Part 9 of the *Companies Act*.

Revised

3. A charter board must appoint an auditor and submit a budget report form and audited financial statements in accordance with Sections 145 to 152 of the *School Act*, reflecting the financial operation of the **charter school**.
4. A **charter school** must keep in force insurance and bonds that are required by provincial legislation.
5. A **charter school** must carry a blanket fidelity bond for the **charter school** and all employees in an amount acceptable to the **Minister**. Agents refer to this as a "commercial blanket bond".

Revised

6. Charter boards who are intending to cease the operation of a **charter school** or transfer its operation to another **board** must receive approval from the Minister and conclude operations in accordance with the terms of the charter and Charter School Regulations.

CONSIDERATIONS

1. Funding may be advanced on a one time basis to any newly approved **charter school**.
2. School Finance will make payments directly to the financial officers of **charter schools**.

REFERENCES

Charter School Handbook

Charter School Policy 1.1.1

Charter School Regulations

SECTION 6.1
ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT FUNDING

PURPOSE

This funding is provided to school authorities, in addition to Basic Instruction funding, for specific local initiatives to improve student learning and performance.

CONDITIONS

1. Funding is provided for projects that have been submitted to and approved by Alberta Learning.

Revised 2. Funding for approved projects for each school authority will be based on the September 30 registered student count of the previous school year for:

    a) Students in grades 1 – 12; and

    b) ECS children counted at 0.5.

Revised Alberta Learning will approve multi-year projects. Funding for future years will be based upon demonstrated evidence of success. If funding is not continued for a project, the school authority may submit a new project proposal to Alberta Learning for the same or a lesser amount of funding.

New 3. Heritage Language Schools are not eligible for funding under this section.

REQUIREMENTS

1. School authorities develop school improvement project proposals based on identified student needs, which reflect unique local needs and circumstances. A project proposal must be submitted to the School Improvement Branch for approval using the project application form found on the Alberta Learning extranet.

2. School Authorities have a high degree of autonomy and flexibility in designing school improvement projects and in allocating funding. The following conditions must be met for project approval:

Revised a) The project plan must provide for sufficient professional development and administrative support;

    b) Funding may not be used for payment of bonuses or other types of incentives; and

    c) Funding may not be allocated on a per-student basis to schools.

3. School authorities must provide Alberta Initiative for School Improvement (AISI) reporting information according to the following timelines:

Revised

- **April 30** – for new projects in their first year, an interim progress report (IPR) indicating evidence of success must be submitted. These will be used to determine the continuity of funding for future years;
- **October 15** – AISI Project Annual Report (APAR);
- **November 30** – Annual Education Results Report includes a summary of the AISI projects.

An extra line item and column for AISI reporting are included in the Budget Report (BR) and Audited Financial Statements (AFS).

Revised

4. Unexpended AISI funds at the end of the AISI project must be reimbursed to Alberta Learning. School authority AISI projects are not controlled by budget categories. The calculation for any unexpended funds would be based upon the total approved budget less the total disbursements for all projects in the school authority.

CONSIDERATIONS

1. Funding for projects approved prior to September 1 will commence in September of the school year and will be based on the same payment schedule as basic instruction payments.
2. Funding for projects approved after September 1 will commence in the month following approval and may include "retroactive" funding, if that was part of the project approval.
3. School authorities may adjust funding among their project budgets as long as they remain within their total approved allocation.

REFERENCES

Framework for the Alberta Initiative for School Improvement, 1999

Alberta Initiative for School Improvement Administration Handbook, December 20, 1999

Alberta Initiative for School Improvement Project Application Form and Database at www.learning.gov.ab.ca/sib/aisi

PURPOSE

Revised This funding is provided to assist school authorities with the increased cost of certificated salaries and benefits. The funding is supplemental to Basic Instruction funding.

CONDITIONS

1. Revised The amount of Teacher Salary Enhancement (TSE) funding for the 2001-2002 and 2002-2003 school years is calculated based on a percentage of the total cost of certificated salaries and benefits as reported in the 2000-2001 Audited Financial Statements (AFS).

2. For school jurisdictions and private ECS operators, the percentages are 4 percent for the 2001-2002 school year and 2 percent for the 2002-2003 school year. For private schools, the percentages are 2.4 percent for the 2001-2002 school year and 1.2 percent for the 2002-2003 school year.

3. Revised This funding will remain in a school authority's funding allocation for future years. (i.e. the 4 percent amount will be added to the 2 percent amount in the second year and then the 6 percent will continue to be included each year in future years.)

4. Revised If teacher salary settlements are less than 4 percent in 2001-2002, the funding will be equal to the actual settlement percentage. If teacher salary settlements are less than 6 percent in total over the 2001 to 2003 school years period, the funding provided will be equal to the settlement percentage for the two year period.

5. This funding may only be utilized for certificated salaries and benefits costs. It may not be utilized for other types of costs.

REQUIREMENTS

1. School authorities are not required to apply for this funding. Alberta Learning will calculate the funding based on certificated salaries and benefits information reported in the 2000-2001 AFS.

CONSIDERATIONS

1. Funding Utilization

Revised

The 4 percent and 2 percent TSE funding is intended to be treated as an increase for teachers and can be used for increases to both salary and benefit packages or can be applied to either one exclusively.

2. Enrolment Growth

New

TSE funding for 2001-2002 was adjusted in June 2002 for any funded enrolment growth that occurred between September 2001 and September 2000. For example, if enrolment increased by 1 percent in this period, the estimated TSE funding amount (based on 2000-2001 AFS) was adjusted and increased by 1 percent.

For the 2002-2003 school year, TSE funding will be based on the final 2001-2002 TSE funding amount (i.e. adjusted for enrolment growth) multiplied by 1.5 to reflect the 2 percent increase for 2002-2003 (or 1.2 percent for private schools).

For 2003-2004 and beyond, TSE funding amount will continue to be provided.

3. Administration Funding

Revised

Board and system administration funding will not be calculated on TSE funding; however, TSE funding will be included in the calculation of a school board's maximum allowable expense cap on system administration.

4. Professional Development

The certificated salary costs, related to professional development, are included in the 4 percent and 2 percent salary enhancement as these costs are part of the total salary and benefits line from a board's 2000-2001 AFS.

5. Certificated Administration Staff

Revised

Total certificated salary and benefit costs reported on the AFS reflect all certificated staff employed by the school authority, including Alberta Initiative for School Improvement (AISI) and central office administration certificated staff.

NEW SECTION

PURPOSE

This funding provides for basic SuperNet high-speed network connectivity opportunities for **school authorities**.

CONDITIONS

1. **School authorities** will receive SuperNet Access funding for each approved site that is connected to and using SuperNet.

REQUIREMENTS

1. **School authorities** must sign a contract with a SuperNet vendor for all SuperNet connected sites.
2. **School authorities** must apply for SuperNet Access funding by submitting a SuperNet Access funding application (form 02AL6.3) to Alberta Learning's Stakeholder Technology Task Group (STTG) and a copy of the contract as soon as possible after the sites are connected to SuperNet network services.
3. **School authorities** must provide notification to the STTG of any proposed changes, including additions and/or deletions to the list of connected sites and the connection or disconnection dates for each site.

CONSIDERATIONS

1. SuperNet Access funding is provided on the basis of approved connected sites and the monthly service cost. The funding amount is determined by multiplying the number of eligible connected sites by the monthly SuperNet access rate.
2. SuperNet Access funding for school jurisdictions is provided at 100 percent to a maximum of $503.50 per month for each approved site. Accredited private schools will be funded to a maximum of 60 percent of this rate per month for each approved site. Private ECS operators will be funded to a maximum of 50 percent of this rate per month for each approved site.
3. ELIGIBLE SITES:
   a) Eligible sites include school authority central offices, schools, and network operation centres.
   b) Alberta Learning will consider special circumstances for inclusion as an eligible site on a case-by-case basis in consultation with the SuperNet consortium. The STTG may be contacted for more information.

SECTION 6.4
REGIONAL CONSORTIUM FUNDING

PURPOSE

Revised This funding is provided for the management of six regional professional development consortia that coordinate resources at the local, regional and provincial level to support the development of knowledge, skills, and attributes necessary for all people who have an influence on student learning.

CONDITIONS

1. The consortium and its agent board will operate under the provisions of the "Guidelines for Establishing Regional Consortia".

New 2. Funding will be provided, to the six established regional professional development consortia approved by the Minister, for the management and "infrastructure" of the consortium.

Revised 3. Alberta Learning will provide infrastructure funding to a consortium's agent board at the specified rates.

New 4. Each consortium shall provide services on a cost-recovery basis.

REQUIREMENTS

Revised 1. If the annual infrastructure expenses are less than the funding provided by Alberta Learning, the consortium may transfer the surplus funds to the consortium program account. The consortium may utilize surplus funds for the delivery of professional development programs and services

New 2. The consortium must ensure that it has sufficient funds in its Accumulated Surplus to cover any current year deficit.

Revised 3. Each consortium shall assign an agent board to provide financial services, including financial reporting, on behalf of the consortium.

4. The agent board will provide the consortium with a Statement of Revenues and Expenses and a Statement of Financial Position (forms 01AL6.4a and 01AL6.4b). The consortium shall forward these statements, and an annual report that provides program details, to School Finance by November 30 of each year.

5. Each consortium's Board of Directors shall complete plans to assist school and **school jurisdictions** in the implementation of school-based decision making, and development opportunities for the education community.

CONSIDERATIONS

1. Alberta Learning will provide infrastructure funding to a consortium through its agent as follows:

   50 percent - September
   50 percent - February

   The release of the scheduled February payment will be dependent upon the receipt of the prior school year's Statement of Revenues and Expenses.

2. The **Minister** and the agent boards may add to, delete, vary or amend the terms of the Guidelines by reciprocal correspondence and mutual agreement.

REFERENCES

Guidelines for Establishing Regional Consortia: An Initiative for the improvement of Education and Its Delivery, Alberta Learning, October 1995.

SECTION 7.1
STUDENT HEALTH INITIATIVE

PURPOSE

This inter-ministerial funding is provided to Student Health Partnerships to improve access to and enhance the provision of integrated health and related support services for school children with special health needs so that they can participate fully in their education programs to attain their potential and be successful at learning.

CONDITIONS

1. Students with special health needs include students with physical disabilities, development disabilities, neurological disorders, sensory impairments, medical conditions, and/or emotional/behavioural disabilities who are registered in school programs from Early Childhood Services (ECS) through Grade 12. Services eligible for funding include speech-language therapy, physical therapy, occupational therapy, audiology, respiratory therapy, clinical nursing, and emotional/behavioural supports.

2. Student Health Initiative (SHI) funding is accessed by Student Health Partnerships consisting of school authorities, regional health authorities, child and family services authorities and regional offices of the Alberta Mental Health Board, which collectively set priorities, develop collaborative strategies for delivering services and share accountability for results.

3. Alberta Learning administers SHI funding on behalf of the following provincial government partners - Alberta Learning, Alberta Health and Wellness, Alberta Children's Services, and the Alberta Mental Health Board.

4. SHI funding must be pooled and shared by the Student Health Partnership to provide students with identified special health needs with access to student health services. Students throughout the region must have equitable access to services regardless of their school program.

5. The SHI funding allocation may only be accessed if, and when, the school authority joins a Student Health Partnership, and a Service Plan is submitted that is signed by all the required partners of the Student Health Partnership.

6. Decisions on how the SHI funding is to be utilized must be made jointly by the partners in the Student Health Partnership.

7. Alberta Learning distributes SHI funding for Student Health Partnerships through the "banker" school authority.

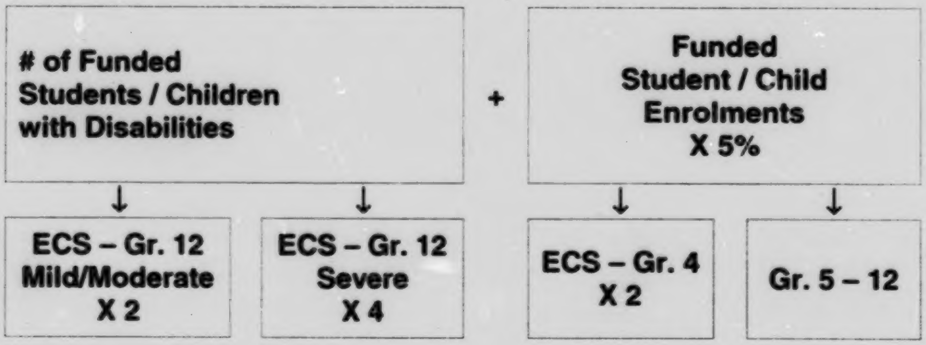
REQUIREMENTS

1. Student Health Partnerships must submit, for approval, a Service Plan for the next school year with all required documents, by May 15 of the current school year.
2. Student Health Partnerships must submit an Annual Report for the previous school year, with all required documents, by November 30 of the current school year.
3. Student Health Partnerships must designate a school authority as a "banker" through which they will receive and distribute their funding. Student Health Partnerships are required to identify in their annual service plan who they have designated as their "banker" school authority and of any changes to this designation.

CONSIDERATIONS

1. The allocation of the SHI funding is based on a funding formula that estimates the number of students within a school authority who require student health services by combining the numbers of students with disabilities with a portion of the general student population who may require student health services.

   Students with mild/moderate disabilities are weighted at 2X, and students with severe disabilities are weighted at 4X. These weightings are based on similar weightings used in Alberta Learning funding (i.e., students with mild/moderate disabilities are funded at approximately two times the level of regular students, and students with severe disabilities are funded at approximately four times the level of regular students). It is estimated that, in addition to students with disabilities, approximately 5 percent of the general student population may require student health services. The ECS – grade 4 enrolment population is weighted at 2X to give emphasis to early intervention.


# of Funded Students / Children with Disabilities
+
Funded Student / Child Enrolments X 5%
ECS – Gr. 12 Mild/Moderate X 2
ECS – Gr. 12 Severe X 4
ECS – Gr. 4 X 2
Gr. 5 – 12

   The total for the school authority is then divided into the provincial total to express it as a percentage of the provincial total. The school authority's percentage is then multiplied by the total budget allocation to determine the SHI funding allocation that will be provided to the Student Health Partnership of which the school authority is a partner.

New

Commencing with the 2002/2003 Service Plan year, Student Health Partnerships will be provided with SHI funds according to their Partnership's profile. The profile includes funded student enrolment from the previous school year for all funded students registered in school programs with Alberta Learning (ECS through grade 12) in the geographic area of the Partnership.

The partners in the Student Health Partnership will decide how the pooled funding will be shared and utilized based on identified student health needs and priorities.

New

2. Funded students who are registered with **school authorities** in alternative programs such as home education/blended, outreach and online are counted in the SHI funding allocation through the **school authority** where they are registered. The SHI funds are provided to the SHI Partnership to which that authority belongs. Each Student Health Partnership is responsible for the student health needs of any student registered with its **school authority** partners who live in another region of Alberta.

   Requirements are outlined in the *Student Health Partnership Service Plan Guidelines for 2002/2003* and the *Student Health Partnership Annual Report Guidelines for 2002/2003* (available at <www.gov.ab.ca/studenthealth>).

SECTION 7.2
DEBT RETIREMENT

PURPOSE

This funding repays the annual supported debt that **school jurisdictions** owe on school facilities.

CONDITIONS

1. A public or separate **school jurisdiction** may receive Debt Retirement funding if it has incurred, prior to April 1, 1995, debenture borrowings or capital loans for: new construction, modernization, upgrading of school buildings, furniture and equipment, and other related costs approved by the School Buildings Board.

2. The province will repay the debt owing on school building projects authorized by Alberta Learning effective September 1, 1995.

3. Alberta Learning will not provide debt retirement funding to a public or separate **school jurisdiction** for:

   a) Any current capital costs or debt owing on administration buildings, garages, warehouses, busses, and teacherages unless that space has been authorized by Alberta Learning for instructional use;

   b) Any unsupported debt incurred for school building projects because school boards did not use their capital building reserves for those projects as required by the Deputy Minister's letters of February 15, 1994 and February 24, 1995;

   c) Any costs of current school building projects that exceed the budget set by the School Buildings Board;

   d) Any unsupported costs of school building projects incurred by a school board after final project costs are established by Alberta Infrastructure, Learning and Housing Facilities Branch; and

   e) Any capital cost improperly incurred or contrary to the intent of the Deputy Minister's letter of February 15, 1994.

4. Interest-shielding applies where a **school jurisdiction** borrowed from Alberta Municipal Financing Corporation (AMFC) on the security of a debenture for a term of 10 or more years. The **school jurisdiction** may be paid the amount of the debenture interest that:

   a) applies to the unsupported portion of the debenture debt; and

CONDITIONS (CONTD.)

b) is in excess of debenture interest calculated at the following rates:

% Rate	Debenture Issue Date
8	January 1, 1974 to April 30, 1980
9	May 1, 1980 to March 26, 1981
11	March 27, 1981 where the borrowing was approved by the Local Authorities Board (LAB), on or before March 30, 1982.
11	Where borrowing was approved by the LAB on or after March 31, 1982 and before March 28, 1983 and the expired portion of the debenture term does not exceed 5 years.

Where the debenture borrowing is approved by the LAB on or after March 28, 1983 there will be no interest-shielding.

5. Interest-shielding through payment for debenture interest on the unsupported portion of the principal is limited to compensation for interest rates up to 12 percent inclusive.

CONSIDERATIONS

1. The annual debenture debt repayments for school buildings are paid directly by Alberta Finance on behalf of the **school jurisdictions** to AMFC.
2. The repayment schedule for capital loans will be on a monthly basis using information requested on form 01AL7.2. These payments will be made directly to **school jurisdictions**.
3. Interest-shielding on unsupported debentures will be paid directly to the **school jurisdiction**.

PURPOSE

Enrolment counts are used to determine funding allocations for **school jurisdictions**, **funded private schools** and **private ECS operators** and are based on information obtained from Learner Records & Data Exchange.

CONDITIONS

1. All ECS children and all students in grades 1 to 12 who are enrolled and attending a **school** on September 30 of the school year will be counted at the **school** they are attending on that date. Students enrolled after the **count date** will not be counted for funding purposes.

2. A **school authority** may count a student who was not physically in attendance on the **count date** if the student was enrolled and in attendance prior to a **count date** and returned to class within 15 days of that **count date**.

3. A student who was not physically in attendance in any **school authority** on the **count date** but was in attendance in a **school authority** prior to the **count date**, and then changed to a different **school authority** during the **count date** period, may be claimed by the receiving **school authority** if the student was enrolled and in attendance within five days of the **count date**.

4. Students who are receiving their education in a **home education program** provided by their **parents** will be counted by the supervising **school authority** where the student is enrolled on the **count date**.

5. **School jurisdictions** or **funded private schools** offering **year round education** to students in grades 1 to 9 will use **count dates** determined by School Finance on an individual basis to ensure fair and equitable funding for the students they are educating.

6. A priority school conflict occurs when more than one school claims the student on the September 30 **count date**. The priority school is the **school** a student is deemed to have been enrolled in on the September 30 **count date** when more than one **school** is claiming the same student for funding purposes. Revised

7. Priority school conflicts must be resolved before a **school authority** is entitled to receive funding for a student. When priority school conflicts occur, **school authorities** should make every effort to resolve them as they have first-hand knowledge of the instruction the student is receiving and are in the best position to determine a fair and equitable solution.

Revised

8. If **school authorities** cannot resolve a priority school conflict, they should forward supporting documentation to School Finance for resolution as follows:

New

For Grades ECS to 9
Attendance sheets for the months of September and October are required along with any documentation indicating (if applicable) the date of the student's last day of attending **school**.

New

For Grades 10 to 12
Instructional minutes for the first term (September through January) are required. These minutes should be based on the actual attendance of the student in all the courses that they were registered in the **school** during the first term. Note: Do not factor in second term class time.

New

Example: If a student missed a total of 30 classes in the first term, the instructional minutes should be based on total class time offered in the first term minus the 30 classes missed. Do not default to total class time offered.

In making its decision, School Finance will deem the priority **school** as follows:

a) The **school** where the student was enrolled, and in attendance, on the **count date**

b) If the student was enrolled, and in attendance, in two or more **school authorities** on the **count date**:

Revised

    i) The **school** delivering the majority of instructional minutes in the first term of the current **school** year would be deemed the priority **school**; or

    ii) In situations where instructional minutes are the same for two **school authorities**, funding will be distributed at 50 percent of the basic instruction rate applicable to each **school authority**. In this situation, students will not be counted in the system administration student calculations for either **school authority**.

9. **Priority School Authority Conflict (For Grade 10 Students only)**

New

A priority **school authority** conflict occurs when more than one **school authority** claims a grade 10 student on September 30. School Finance Branch will award the applicable grade 10 program funding to the **school authority** where the student was enrolled on the September 30 **count date**.

New If the student was enrolled, and in attendance, in more than one **school authority** on the **count date,** the priority school authority conflict is resolved as follows:

New
i) The **school authority** delivering the majority of instructional minutes in the first term of the current **school** year would be deemed the priority **school authority**; or

ii) In situations where instructional minutes are the same for two **school authorities**, funding will be distributed at 50 percent of the applicable program rate to each **school authority**. These students will not be counted in the system administration calculations for either **school authority**.

New Instructional minutes for the first term (September through January) should be based on the actual attendance of the student in all courses they were registered in the **school authority** during the first term. Second term class time is not included.

The following are examples of priority **school authority** conflicts:

a) Madison Smith is enrolled on September 30 with school authority A and completes 32 credits there. Madison also completes 15 credits at school authority B where Madison was not enrolled as of September 30. Who receives the funding?

New **Answer:** Madison Smith was enrolled with School Authority A on September 30, making them the priority school authority. They will receive the full program funding of $4,997 as Madison earned more than the 31 credits required with the priority school authority. School authority B does not receive any funding.

New
b) Allan Johnson is enrolled on September 30 with school authority A and earns 25 credits there. He also earns 15 credits at school authority B and 5 credits at school authority C (he was not enrolled at school authorities B or C as of September 30). Who receives the funding?

Answer: Allan Johnson was enrolled with school authority A on September 30, making them the priority school authority. They will receive the partial program rate of $2498.50 as Allan has earned less than 31 credits with the priority school authority. School authorities B and C receive no funding.

New
c) Connor Mah is enrolled on September 30 with school authority A and school authority B. Connor earns 28 credits at school authority A and 15 credits at school authority B. Who receives the funding?

Answer: Since Connor Mah was enrolled with both school authorities on September 30, a priority school authority conflict occurs and will be communicated to both school authorities via a RACERS turnaround report. The school authority that provides the most instructional minutes would be deemed the priority school authority. If school authority A provides the most minutes, they will receive the partial program rate of $2498.50 as Connor earned less than 31 credits with the priority school authority. In this case, School authority B receives no funding.

11. Course Conflicts (Grades 10 – 12)

A course conflict occurs when a regular senior high student has a **school** awarded mark reported by two **schools** in the same course, in the same semester and in the same school year. The **school** that delivered the most instructional minutes will be deemed the priority **school**. School Finance will identify these students in a turn-around report for **school authorities**.

New To resolve these conflicts, the Course Conflict form must be completed and submitted to School Finance Branch via the RACERS program or through paper submission. On this form, the **school** must indicate the number of actual instructional minutes delivered to the student. These minutes should be based on total class time offered minus any class time absent. Do not default to total class time offered.

New If the student is in grade 10, the **school** that provided the most actual instructional minutes will receive the credits associated with that course. If that **school** is in the student's priority **school authority,** the course credits will be added to the student's profile in determining the applicable grade 10 program funding for that **school authority**. If that **school** is not in the student's priority **school authority,** no funding is received.

New If the student is in Grade 11 or 12, CEU funding will be awarded to the **school authority** that provided the most actual instructional minutes to the student.

REQUIREMENTS

1. Enrolment counts of students in ECS to grade 12 must be completed on September 30 and reported to the Learner Records & Data Exchange by October 3.
2. The ages of all students and **children** must be determined as of September 1.

CONSIDERATIONS

1. When a **school jurisdiction's** total enrolment increases from the September 30 count to the March 1 count, funding for the enrolment growth is provided under Section 1.15 of this Manual.
2. The Student Information System User's Guide provides additional information for reporting student enrolments.

PAYMENT SCHEDULE – PART 1 – School Jurisdiction Funding Instruction Block and Support Block (Sections 1.1 – 1.11, 1.13, 1.15, and 1.17 – 1.22)

School jurisdictions receive their funding allocation from the Alberta School Foundation Fund, the General Revenue Fund, and in the case of opted out separate **school jurisdictions**, the supplementary school tax requisition. The funding rates are provided at the end of this section.

Alberta School Foundation Fund (ASFF)

ASFF payments will be made to **school jurisdictions** in monthly installments.

Opted-out boards will receive a monthly advance on their ASFF payment from Alberta Learning and on their local education property tax requisition entitlement. These boards are required to re-pay the advance on their local education property tax requisition by the last banking day in the months of March, June, September and December. Interest will be applied to over-due accounts at the same rate charged to municipalities. Opted-out boards will continue to collect education property tax requisition revenue from their municipalities each quarter.

General Revenue Fund (GRF)

The general revenue portion of funding for instruction and support blocks will be distributed on a monthly basis at 8.33 percent per month, with the exception of January and August, which will be at 8.35 percent, and March, which may be adjusted up to 12 percent with prior approval of the **Minister**.

Payment Dates (Instruction and support programs)

Sept. 16, 2002
Oct. 15, 2002
Nov. 15, 2002
Dec. 16, 2002
Jan. 15, 2003
Feb. 17, 2003
Mar. 17, 2003
Apr. 15, 2003
May 15, 2003
Jun. 16, 2003
Jul. 15, 2003
Aug. 15, 2003

Advances will be calculated using the most recent information on **funded students**, other statistics, and the current year rates.

Adjustments will be made in January for grades 1 to 9 funding. For grade 10, payments will be adjusted in August, and if necessary, the following October for summer students. For grades 11 to 12, payments will be adjusted at the end of March and August, and if necessary, the following October for summer students.

In all cases, when funding is adjusted during the school year, the payment system will determine the amount owing to date, the advances previously paid, and the balance owing to adjust the allocation to the correct amount.

Section 1.12 Technology Integration

June – 100 percent

Section 1.14 Francisation

Upon receipt and approval of the application form – 100 percent

PAYMENT SCHEDULE – PART 4 – Federal French Funding

Sections 4.1 and 4.2

On approval of allocations – 100 percent

PAYMENT SCHEDULE – PART 5 – Charter Schools Funding

Section 5.1

Please refer to General Revenue Fund under Part 1

PAYMENT SCHEDULE – PART 6 – School Authorities Funding

Section 6.1 Alberta Initiative for School Improvement

Allocations are based on approved projects to a maximum based on the current rate times the previous year September 30 registered count.

Funding will be provided on the same payment schedule as Basic Instruction funding for school jurisdictions.

Section 6.2 Teacher Salary Enhancement

Funding will be provided on the same payment schedule as Basic Instruction funding for school jurisdictions.

Section 6.3 SuperNet

On approval of sites and allocations – 100 percent.

Section 6.4 Regional Consortium

September	-50 percent
*February	-100 percent less previous payments

*Payment is contingent upon receipt of the previous year's Statement of Revenues and Expenses.

PAYMENT SCHEDULE – PART 7 – Cross Government Funding

Section 7.1 Student Health Initiative

On approval of joint plan	-58.33 percent advance
April	-100 percent less previous payments

Section 7.2 Debt Retirement

Supported debenture payments are made directly to the Alberta Municipal Financing Corporation on behalf of the **school jurisdiction.**

Funding for short term loans will be paid to a **school jurisdiction** on the 15th of each month based on 1/12 of the loans payable by the **school jurisdiction** in the school year.

PAYMENT SCHEDULE – PART 2 – Early Childhood Services (ECS) Funding

The funding provided by Alberta Learning to **Private ECS operators** is released at set times provided all conditions have been met. The payment months are provided in this schedule to allow **ECS operators** the opportunity to plan their cash flow to meet ongoing expenditures. The funding rates are provided at the end of the section.

Section 2.1 Basic Instruction, Section 2.9 Plant Operation and Maintenance and Section 2.10 Administration

The first payment for **private ECS operators** is processed after the "Notice of Intent to Operate" is received and is based on the enrolment estimate from that form.

All payments in January or later will be based on adjusted amounts using September 30 enrolment counts.

September - 40 percent advance
January - 58.33 percent less previous payment
March - Up to 90 percent less previous payments with prior approval of the **Minister**
April - 100 percent less previous payments

Section 2.3 Mild or Moderate Disabilities and Gifted and Talented

*September - 40 percent advance
January - 58.33 percent advance
March - Up to 90 percent less previous payments with prior approval of the **Minister**
April - 100 percent less previous payments

* Designated Special Education ECS programs will receive an advance based on last year's enrolment.

Section 2.4 Program Enhancement Project (PEP)

September - 58.33 percent advance
March - Up to 90 percent less previous payments with prior approval of the **Minister**
April - 100 percent less previous payment

Section 2.5 Program Unit Funding (PUF)

Upon receipt of PUF application	- 58.33 percent advance
March	- Up to 75 percent less previous payments with prior approval of the **Minister**
April	- 80 percent less previous payment
Upon approval of final costs	- 100 percent less previous payments

Section 2.6 and 2.7 Transportation

Payment is based on receipt and review of a transportation application:

a) January	- 58.33 percent advance
b) April	- 100 percent less previous payment

Section 2.8 Early Literacy Initiative

April	- 100 percent

ECS payments will be made to **school jurisdictions** under the funding framework schedule.

PAYMENT SCHEDULE – PART 6 – School Authorities Funding

Section 6.1 Alberta Initiative for School Improvement (AISI)

Allocations are based on approved projects to a maximum based on the current rate times the previous September 30 registered count.

Funding will be provided on the same payment schedule as Basic Instruction funding for private ECS operators.

Section 6.2 Teacher Salary Enhancement

Funding will be provided on the same payment schedule as Basic Instruction funding for private ECS operators.

Section 6.3 SuperNet

On approval of sites and allocations – 100 percent.

PAYMENT SCHEDULE – PART 3 – Private Schools Funding

The funding provided by Alberta Learning to **funded private schools** is released at set times provided all conditions and requirements have been met. The payment months are provided in this schedule to allow **funded private schools** the opportunity to plan their cash flow to meet ongoing expenditures. The funding rates are provided at the end of the section.

Advance payments will be made based on 2001/2002 enrolments and course information, and 2002/2003 rates.

All payments in January or later will be based on 2002/2003 enrolments.

Section 3.1 **Basic Instruction - Grades 1 to 12**
Section 3.2 **Students with Severe Disabilities**
Section 3.5 **Home Education**
Section 3.7 **Early Literacy Grades 1 and 2**

September - 40 percent advance based on last year's enrolment
January - 58.33 percent less previous payment
March - Up to 90 percent less previous payments with prior approval of the **Minister**
April - 100 percent less previous payments

For Basic Instruction - Grades 10 to 12, the payment schedule is:

September - 40 percent advance based on last year CEUs
March - 58.33 percent less previous payment
March/April - Up to 90 percent less previous payments with prior approval of the **Minister**
August - 100 percent less previous payments

Section 3.3 Resident Students of the Government
Section 3.4 Institutional Programs

September - 58.33 percent advance based on approved budget claim form
April - 90 percent less previous payment
On approval of Final Costs claim form - 100 percent of actual costs less previous payments

Section 3.6 Learning Resources

A per student credit is set up at the Learning Resources Centre (LRC) based on the number of students attending the school.

PAYMENT SCHEDULE – PART 6 – School Authorities Funding

Section 6.1 Alberta Initiative for School Improvement (AISI)

Allocations are based on approved projects to a maximum based on the current rate times the previous September 30 registered count.

Funding will be provided on the same payment schedule as Basic Instruction funding for private schools.

Section 6.2 Teacher Salary Enhancement (TSE)

Funding will be provided on the same payment schedule as Basic Instruction funding for private schools.

Section 6.3 SuperNet

On approval of sites and allocations – 100 percent.

PAYMENT SCHEDULE – PART 7

Section 7.1 Student Health Initiative (SHI) – Cross Government Funding

On approval of joint plan	- 58.33 percent advance
April	-100 percent less previous payments

School Jurisdictions Instruction Block Funding	2001-2002 school year		**2002-2003 school year**	
Basic Instruction:				
Grades 1-9	**$4,239**	per funded student	**$4,367**	per funded student
Grade 10 (full time program – 31 or more credits)	**$121.12**	per CEU	**$4,997**	per funded student
Grade 10 (partial program – less than 31 credits)	**$121.12**	per CEU	**$2,498.50**	per funded student
Grade 10 (summer courses)	**$121.12**	per CEU	**$124.77**	per CEU
Grades 11 to 12 (funding maximum of 60 CEUs per student per school year)	**$121.12**	per CEU	**$124.77**	per CEU
Amount of funding per student included in Basic Instruction to support programs for students with **Mild or Moderate** disabilities and students who are **Gifted and Talented**.	**$357** **$10.20**	per funded student **or** per CEU	**$368** **$10.51**	per funded student **or** per CEU
Outreach Programs:				
Base Operating Funding, plus:	**N/A**		**$50,000**	per program
Grades 1-9	**$4,239**	per funded student	**$4,367**	per funded student
Grade 10 (full time program – 31 or more credits)	**$242.24**	per CEU for the first 400 CEUs in a program	**$4,997**	per funded student
Grade 10 (partial program – less than 31 credits)	**$242.24**	per CEU for the first 400 CEUs in a program	**$2,498.50**	per funded student
Grades 11 to 12	**$242.24**	per CEU for the first 400 CEUs in a program	**$124.77**	per CEU
Integrated Occupational Programs (IOP): (Based on a 50% minimum IOP course load)				
Grade 10 (full-time IOP program)	**$201.87**	per CEU	**$6,000**	per funded student
Grade 10 (partial IOP program)	**$201.87**	per CEU	**$3,000**	per funded student
Grades 11 to 12	**$201.87**	per CEU	**$207.95**	per CEU

School Jurisdictions Instruction Block Funding:	2001-2002 school year		2002-2003 school year	
Severe Disabilities Funding:				
a) Severe Cognitive, Multiple, Physical/Medical, Deaf, or Blind Disability	**$12,738**	per jurisdiction profile	**$13,120**	per jurisdiction profile
b) Severe Emotional/Behavioral Disability	**$10,885**	per jurisdiction profile	**$11,479**	per jurisdiction profile
English as a Second Language	**$722**	per funded student	**$722**	per funded student
Enhanced Opportunities	per approved project		per approved project	
First Nations, Métis and Inuit	per approved program		per approved program	
Institutional Programs	net cost of program		net cost of program	
Regional Assessment Services	per approved allocation		per approved allocation	
Sparsity/Distance				
- Sparsity rate	**$549**		**$549**	
- Distance rate for distance from office to urban center	**43**	cents per kilometer	**43**	cents per kilometer
- Per kilometer for distance from office to school over 25 km	**30**	cents per kilometer	**30**	cents per kilometer
The sparsity factor minimum is lowered from 0.25 to 0.07 for school boards serving more than 6000 students, of which more than 25 percent but less than 50 percent are rural students.				
Teacher Assistants Program	**$41.65**	per funded student based on Sept. 30 count for gr. 1-6	**$41.65**	per funded student based on Sept. 30 count for gr. 1-6
Early Literacy	**$220**	per funded student based on Sept. 30 count for gr. 1 and 2	**$220**	per funded student based on Sept. 30 count for gr. 1 and 2

School Jurisdictions Instruction Block Funding:	**2001-2002 school year**		**2002-2003 school year**	
Learning Resources	**$10.25**	credit per student	**$10.25**	credit per student
Technology Integration	**$43**	per funded student (paid in June 2000)	**$43**	per funded student
Home Education	**$1,088**	per funded home ed. student	**$1,121**	per funded home ed. student
• plus 50% of the cost of ADLC courses for grades 7 to 12 to a maximum of	**$1,088**		**$1,121**	
• plus additional funding for grades 1 to 6 ADCL courses. See section 1.13.				
Francisation	**$722**	per funded student	**$722**	per funded student
Regional Consortium	**$159,908**	per consortium	**$159,908**	per consortium
Growth and Density				
In year growth	**$2,558**	per funded student	**$2,558**	per funded student
Year-to-year growth	**$530**	per funded student over the school growth rate of 8%	**$530**	per funded student over the school growth rate of 8%

One-Time Grant

A grant was paid in March 2002 for the 2002-2003 school year, equivalent to approximately a 3% funding increase for the areas of ESL, Native Education Projects, Growth and Density, Teacher Assistants, AISI, Early Literacy, Regional Assessment Services, Transportation, and ECS Mild/Moderate. System Administration funding will not be paid on this one-time grant.

Other Funding

Alberta Initiative for School Improvement (AISI)	**$121**	per registered student	**$121**	per registered student
Teacher Salary Enhancement	**4%**	of total certificated salaries and benefits	**2%**	of total certificated salaries and benefits
SuperNet Access funding		N/A	**$503.50**	maximum per month per approved site

School Jurisdictions Support Block Funding:	**2001-2002 school year**		**2002-2003 school year**	
Plant Operations and Maintenance	**$453**	per FTE student	**Alberta Infrastructure is now responsible for this funding.**	
(75% of funding is from student count, 25% on area)	**$11.40**	per square meter		
System Administration	Percentage of: the Instruction Block, estimate of Plant Operations and Maintenance, and Student Transportation allocation • 6 percent if fewer than 2000 FTE students • 4 percent if fewer than 6000 FTE students • Between 6 percent and 4 percent on a sliding scale if between 2000 and 6000 FTE students			
Boarding	**$3,294**	per funded student	**$3,294**	per funded student
Rural Transportation	**formula based**		**formula based**	
Special	**$4,503**	per funded student with disabilities	**$4,503**	per funded student with disabilities
Weekend	**$3,665**	per funded student with disabilities	**$3,665**	per funded student with disabilities

Density of Effective Transportation Service Area

No. Eligible Students	0 - .74	.75 – 1.12	1.13 – 1.39	1.4 – 2.19	2.20 – 2.79	2.80 +
0 – 1500	$ 500	$ 614	$ 681	$ 841	$ 873	$ 1,183
1501 – 3000	$ 500	$ 609	$ 681	$ 831		$ 1,116
3001 – 4500	$ 495	$ 598	$ 655			
4501 - 6000	$ 495	$ 593	$ 655			
6001 - 7500	$ 495	$ 583				
7501 +	$ 495					

Distance

2.4 – 5.9	6.0 – 9.9	10.0 – 13.9	14.0 – 17.9	18 – 25.9	26 – 37.9	38 +
$8.17	$11.97	$14.31	$16.46	$19.81	$20.91	$21.99

School Jurisdictions Support Block Funding:	2001-2002 school year		2002-2003 school year	
Urban Transportation	**$423**	per eligible passenger	**$423**	per eligible passenger
Special	**$2,251**	per funded student with disabilities	**$2,251**	per funded student with disabilities
Weekend	**$3,665**	per funded student with disabilities	**$3,665**	per funded student with disabilities
Metro Urban Transportation Block	**$423**	per expected eligible passenger	**$423**	per expected eligible passenger
Special	**$2,251**	based on jurisdiction profile	**$2,251**	based on jurisdiction profile

EARLY CHILDHOOD SERVICES (ECS) OPERATORS FUNDING RATES

ECS Operators Funding	**2001-2002 school year**		**2002-2003 school year**	
ECS Basic Instruction Funding:	**$2,120**	per child	**$2,184**	per child
Portable Classrooms for ECS Operators Rental charge per month	**$100**	plus GST	**$100**	plus GST
Mild or Moderate disabilities and Gifted and Talented.	**$2,070**	per eligible child	**$2,070**	per eligible child
Program Enhancement Project		per approved project		per approved project
Program Unit Funding (PUF) - for children with severe disabilities Maximum per child	**$20,864**	per 1st child in a unit	**$20,864**	per 1st child in a unit
Maximum per child for each additional child in units with more than one child	**$5,175**	for each additional child in a unit	**$5,175**	for each additional child in a unit
Transportation – Special Needs	**$11.40**	per round trip	**$11.40**	per round trip
Transportation – Regular	**$423**	per eligible transported child	**$423**	per eligible transported child
Early Literacy Minimum of $1,200 for each ECS operator	**$39.60**	per child based on September 30 count	**$39.60**	per child based on September 30 count

ECS Administration

Percentage (based on enrolments) of total ECS funding

- 6 percent if fewer than 2000 FTE children
- 4 percent if fewer than 6000 FTE children
- Between 4 and 6 percent on a sliding scale if between 2000 to 6000 FTE children

EARLY CHILDHOOD SERVICES (ECS) OPERATORS FUNDING RATES

ECS Operators Funding	**2001-2002 school year**		**2002-2003 school year**	
Plant Operation and Maintenance (only for Private ECS operators and Private Schools)	**$227**	per child	**$227**	per child
Plus sq. m. rate based on 40 sp. m. for 25 children	**$456**	for every 25 children or portion thereof.	**$456**	for every 25 children or portion thereof.
Alberta Initiative for School Improvement (AISI)	**$61**	per registered child	**$61**	per registered child
Teacher Salary Enhancement Funding	**4%**	of total certificated salaries and benefits	**2%**	of total certificated salaries and benefits
SuperNet Access Funding		N/A	**$251.75**	maximum per month per approved site

One-Time Grant	
A grant was paid in March 2002 for the 2002-2003 school year, equivalent to approximately a 3% funding increase for the areas of AISI, Early Literacy, ECS Mild/Moderate and ECS Transportation. System Administration funding will not be paid on this one-time grant.	One Time Grant

Private Schools Funding	2001-2002 school year		2002-2003 school year	
Basic Instruction Funding:				
Grades 1-9	**$2,544**	per funded student	**$2,620**	per funded student
Grade 10 (full time program – 31 or more credits)	**$72.69**	per CEU	**$2,998**	per funded student
Grade 10 (partial program – less than 31 credits)	**$72.69**	per CEU	**$1,499**	per funded student
Grade 10 (summer courses)	**$72.69**	per CEU	**$74.86**	per CEU
Grades 11 to 12 (funding maximum of 60 CEUs per student per school year)	**$72.69**	per CEU	**$74.86**	per CEU
Amount of funding per student included in Basic Instruction to support programs for students with **Mild or Moderate** disabilities and students who are **Gifted and Talented**.	**$214** **$6.11**	per funded student **or** per CEU	**$221** **$6.31**	per funded student **or** per CEU
Designated Special Education Private Schools (DSEPS) -				
Funding rate for students with mild or moderate disabilities whose **parents consulted with their resident school board** prior to placement in the DSEPS (ie. coded as 110). Includes components equivalent to school jurisdiction funding.	**$8,330**	per eligible funded student	**$8,555**	per eligible funded student
Funding rate* for students with mild or moderate disabilities whose **parents did not consult with their resident school board** prior to placement in the DSEPS (ie. do not code as 110).	**$5,115**	per eligible funded student	**$5,243**	per eligible funded student
Severe Disabilities Funding				
a) Severe Cognitive, Multiple, Physical/Medical, Deaf, or Blind Disability	**$12,738**	per eligible student	**$13,120**	per eligible student
b) Severe Emotional/Behavioral Disability	**$10,885**	per eligible student	**$11,479**	per eligible student

***This rate also represents the basic instruction rate for students with severe disabilities in DSEPS.**

PRIVATE SCHOOLS FUNDING RATES

Private Schools Funding	**2001-2002 school year**		**2002-2003 school year**	
Resident Students of the Government		net cost of the education program		net cost of the education program
Institutional Programs		net cost of the education program		net cost of the education program
Home Education	**$1,088**	per funded home education student	**$1,121**	per funded home education student
Plus 50% of the cost of ADLC courses for grades 7 to 12 to a maximum of:	**$1,088**		**$1,121**	
Plus additional funding for grades 1 to 6 ADLC courses. See section 3.5				
Learning Resources Credit	**$10.25**	credit per student	**$10.25**	credit per student
Early Literacy	**$132**	per funded student based on September 30 count for gr. 1 and 2	**$132**	per funded student based on September 30 count for gr. 1 and 2
Alberta Initiative for School Improvement (AISI)	**$73**	per registered student	**$73**	per registered student
Teacher Salary Enhancement Funding	**2.4%**	of total certificated salaries and benefits	**1.2%**	of total certificated salaries and benefits
SuperNet Access Funding		N/A	**$302.10**	maximum per month per approved site
One-Time Grant A grant was paid in March 2002 for the 2002-2003 school year, equivalent to approximately a 3% funding increase for the areas of AISI, Early Literacy, Transportation and ECS Mild/Moderate funding..				One Time Grant

FORMS SECTION
SUMMARY OF FUNDING APPLICATION FORMS

FORM NO.	FUNDING APPLICATION FORM	DUE DATE	RETURN TO
02AL1.1a	Junior High Courses taken by Senior High Students	UponCompletion of Term/Course	SF
02AL1.1b	Report on Funded Students Attending First Nation Schools	April 30	SF
02AL1.1c	Add, Change, Delete form for Enrolments	*April 30	SF
02AL1.1.1	Application to Operate a New Outreach Program	May 31	SP
02AL1.4	Application for Enhanced Opportunity Projects	May 31	SF
02AL1.6	Institutional Program – Budget – Final	April 30 October 15	SF
02AL1.13a	Report of Jr. and Sr. High Home Education Students	December 15 July 15	SF
02AL1.13b	Report of Additional ADLC Course Costs for Grades 1 to 6	**	SF
02AL1.14	Francisation	November 15	SF
Electronic Submission	Application for Rural Transportation	November 30	SF
	Application Form Special Transportation and Boarding	November 30	SF
	Application Form Urban Transportation	November 30	SF
02AL2.4	Program Enhancement Project	May 31	SF
02AL2.5a	2002/2003 Program Unit Funding Application	January 1	SF
02AL2.5b	ECS Summary of Actual PUF Expenditures	September 23	SF
02AL2.6	ECS Transportation	November 29	SF
02AL3.1a	Private Schools - Junior High courses taken by Senior High Students	Upon completion of term/course	SF
02AL6.3	SuperNet Access Funding Application	***Upon Connection	STTG
02AL6.4a 02AL6.4b	Regional Consortium Statement of Revenue and Expenses Regional Consortium Statement of Financial Position	November 29	SF
02AL7.2	Capital Loans Form	October 22	SF

***Or after receiving your First RACERS data.**
****After a full course load has been purchased for the home ed student.**
***** Or before August 31, 2003**

IMPORTANT DEADLINES - 2002/2003 SCHOOL YEAR

Modifications to Enrolment and Transportation Information to School Finance	**April 30, 2003**
Enrolment Turnaround Reports to School Finance	**May 31, 2003**
Course and marks submission or modification to LRDE	
First Semester	**June 30, 2003**
First and Second Quarter	**June 30, 2003**
Remaining Terms of the School Year	**November 15, 2003**
CEU Turnaround Reports to School Finance	
First Semester	**July 31, 2003**
First and Second Quarter	**July 31, 2003**
Remaining Terms of the School Year	**December 22, 2003**

LEGEND:

SF =	School Finance	SP	Special Programs
LRDE =	Learner Records and Data Exchange	STTG	Stakeholder Technology Task Group

Alberta
LEARNING

SCHOOL JURISDICTIONS

JUNIOR HIGH COURSES (TAKEN BY SENIOR HIGH STUDENTS)

For the School Year: September 1, 2002 to August 31, 2003

Name of School Jurisdiction: ______________________ **Jurisdiction Code:** ________

Name of School: ______________________ **School Code:** ________

NOTE: Separate forms are required for each completion date and category combination.

COMPLETION DATE

☐ September 1 to March 1 ☐ March 2 to June 30 ☐ July 1 to August 31 (Summer School Only)

A-add D-delete	Alberta Learning Student I.D. #	Name of Student (Alphabetical) Surname / Given Name(s)	Course Name	Credit Value

CERTIFICATION

I certify that to the best of my information and knowledge that the number of students reported on this form is correct.

______________________ ______________________ ____________
(Signature of: Secretary-Treasurer/Superintendent) (Signature of: Teacher/Principal) (Date)

02AL1.1a **RETURN TO: SCHOOL FINANCE**

Alberta
LEARNING

REPORT ON FUNDED STUDENTS ATTENDING FIRST NATION SCHOOLS

For the School Year: September 1, 2002 to August 31, 2003

Name of School Authority: ______________________________

Authority Code: _______________

Alberta Learning Student I.D. No.	Name of Student	Birthdate			Grade	First Nation School
		YY	MM	DD		

CERTIFICATION

I certify that to the best of my information and knowledge that the information reported on this form is correct.

____
Signature of Secretary Treasurer/Superintendent

____
Date

02AL1. 1b

RETURN TO: SCHOOL FINANCE BY APRIL 30

Alberta
LEARNING

BASIC INSTRUCTION
ADD, CHANGE, DELETE FORM
FOR ENROLMENTS

School Year: 2002/2003 **Count Date: September 30, 2002**

Authority Code: ________ **Authority Name:** ______________________________

School Code: ________ **School Name:** ______________________________

Action:		Registration:		Grade:		Enrolment Date:	
Student ID:		Local Board ID:		Citizenship:		Expiry Date:	
Last Name:		First Name:		Sec. 23 Eligibility:		French Hours:	
AKA Last Name:		AKA First Name:		Reg Entry Status:		Resident Juris:	
Birth Date:		Gender:		Exit Description:		Exit Date:	

Address Line 1:
Address Line 2:

City:		Province:					
Postal Code:		Phone:					

Special Needs: 1 ☐ 2 ☐
Enrolment Type: 1 ☐ 2 ☐ 3 ☐
Grant Codes: 1 ☐ 2 ☐ 3 ☐

See Reverse for Legend

CERTIFICATION

I certify that to the best of my information and knowledge that the Information reported on this form is correct.

(Signature of: Secretary-Treasurer/Superintendent) **(Signature of: Teacher/Principal)** **(Date)**

RETURN TO: SCHOOL FINANCE BY APRIL 30

Legend

Action:	(A) Add, (M) Modify, (D) Delete
Student ID:	Alberta Learning assigned I.D. (9 digits)
Last/First Name:	Student Name
Local Board ID:	The number assigned by the school or school authority for internal tracking (if applicable)
Gender:	(M) Male, (F) Female
Birth Date:	Year, Month, Day (YYYY,MM,DD)
Enrolment Type:	Refer to Enrolment Type Table in Student Information System User's Guide
Grant Codes:	Refer to Grants Program Table in Student Information System User's Guide
Grade:	(EC) Early Childhood, (01) grade 1, (02) grade 2, etc. (UG) ungraded
Registration:	(D) Day, (E) Evening, (S) Summer
Resident Juris:	This field applies to Designated Special Education Private Schools only (Code 110). For students who's parents consulted with their resident school jurisdiction prior to enrolment in the Designated Special Education Private School.
Special Needs:	The following codes are for students and ECS children who have identified special needs. For funding purposes they should also be coded with the 500 code.

Severely Disabled
(Grades ECS – 12)

(41)	Severe Mental Disability
(42)	Severe Emotional/Behavioural Disability
(43)	Severe Multiple Disability
(44)	Severe Physical or Medical Disability
(45)	Deafness
(46)	Blindness
(47)	Severe Communication Disability (ECS children only)

Other

(10)	Developmentally Immature (ECS only, do not use 500 code)
(80)	Gifted/Talented (ECS – Grade 12)

Mildly or Moderately Disabled

(30)	ECS Mildly or Moderately Disabled
	Grades 1 – 12:
(51)	Mild Mental Disability
(52)	Moderate Mental Disability
(53)	Emotional/Behavioural Disability
(54)	Learning Disability (All LD Students)
(55)	Hearing Disability. Hard of hearing
(56)	Visual Disability. Low vision
(57)	Communication Disability
(58)	Physical or Medical Disability
(59)	Multiple Disability

French Hours:	The number of hours taught per year in French Language
Enrolment Date:	Year, Month, Day (YYYY,MM,DD)

Alberta
LEARNING

Application to Operate a New Outreach Program

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit fully from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities* – Instruction Block: Outreach Programs, Section 1.1.1 or the *Policy, Regulations and Forms Manual (Outreach Program Policy 1.1.4).*

School Jurisdiction: ______________________________
Name and Code of School Jurisdiction

Superintendent: ______________________________

Name of Outreach Program: ______________________________

Grades Offered: ______________________________

Principal Responsible for Outreach Program: ______________________________

Will the program require a school code: Yes ☐ No ☐ **(please check one)**

If NO: ______________________________
Name and Code of School Offering Outreach Program

Telephone Number of Outreach Program: (____)______________________________

Fax Number of Outreach Program: ______________________________

Physical Location of Outreach Program (Address): ______________________________
____

Mailing Address (if different from address above): ______________________________
____

School boards intending to offer an outreach program must identify a stand-alone facility for each program. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding outreach programs must be attached to this form. Board policy must be consistent with conditions as outlined in the Funding Manual for School Authorities, (Section 1.1.1) and the Policy, Regulations and Forms Manual (Outreach Program** Policy **1.1.4).

DECLARATION:

I declare this program will be offered in accordance with the requirements identified in the *Funding Manual for School Authorities* and the *Policy, Regulations and Forms Manual.*

Superintendent — Date

RECOMMENDED FOR APPROVAL:

Reviewer (Education Manager) — Date

APPROVAL FOR OUTREACH PROGRAM:

Director — Date

Submit to **Director, Special Programs Branch, Alberta Learning, 10th Floor East, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2**

Please provide a program plan indicating how the outreach program will be delivered and describing your expectations regarding student attendance, performance and achievement.

Alberta
LEARNING

APPLICATION FORM
ENHANCED OPPORTUNITY FOR PROJECTS BEGINNING 2002/2003 SCHOOL YEAR

SCHOOL JURISDICTION PRIORITY NUMBER ______

Name of School Jurisdiction: ______________________

Name of School: ______________________

Contact Person: ______________________

School Estimated Enrolment as at September 30, 2002: ______________

ELIGIBILITY CRITERIA:

Primary factors may include:

- high incidence of low income;
- high incidence of single parent families;
- high incidence of unemployment or under-employment;
- high frequency of changes in residence;
- high incidence of recent arrivals in Canada and low parental facility with the language of instruction;
- high incidence of crime;
- difficult access to services for students.

Secondary indicators may include:

- incidence of alcohol/drug abuse;
- incidence of violence;
- evidence of poor nutrition;
- limited education and job skills of parents;
- crowded living conditions.

CERTIFICATION

I certify that the funding is being used to enhance the learning and development of students attending this school.

______________________ (Signature of Superintendent)

______________ (Date)

I certify to the best of my information and knowledge that the information above is correct.

______________________ (Signature of Secretary - Treasurer)

______________ (Date)

School Name: ____________________

A.

PROGRAM DETAILS :

The overall goal of the Enhanced Opportunity projects is to meet the needs of specific schools who enroll 50 percent or more of students with exceptional educational, social and economic needs. These needs interfere with student learning, resulting in their falling behind their peers in school and often manifests as poor language development, lower levels of self esteem, poor records of behavior or attendance, and a risk of leaving school early.

POPULATION ELIGIBILITY - DESCRIPTION OF THE COMMUNITY:

Based on the eligibility criteria listed on the previous page, describe which of criteria apply to the community which will enrol students in the school program identified in this application. Comment on the degree to which these factors affect the target children. Please indicate source of relevant data.

Alberta
LEARNING

Describe the expected results for students in the Enhanced Opportunity Project.

Please describe:
- the type of strategies proposed
- the consistency of the interventions with the needs of the intended participants, and
- the time frame involved

Outline the involvement of the parents, community and other partners involved in developing and implementing these interventions.

School Name: ______________________

B.

EVALUATING and REPORTING:

Please list the measures you will use to demonstrate the student's growth towards the expected results which are to be reported annually for the three year term of the project in the jurisdiction's Annual Education Results Report.

Please complete a Budget for each Project, on the following page, for the school year 2002/2003.

ALLOWABLE BUDGETARY EXPENSES:

1. Salaries, Wages and Benefits - for staffing engaged specifically to assist in the implementation of the intervention strategies.
2. Contracted Services - the payment of contracts for professional non-instructional services, e.g. psychologists, speech-language pathologists.
3. Materials and Supplies - these must be specific to the intervention strategies.
4. Staff Development - this must be specific to the intervention strategies.
5. Parent Education - to enhance parent skills in promoting learning.
6. Capital Expenditures - up to a maximum of 10% of the total approved budget.
7. Administration - up to 5% of the total approved budget.

Alberta
LEARNING

ENHANCED OPPORTUNITY PROJECT
2002/2003 BUDGET ESTIMATES

C.

School Name: ______________________

INSTRUCTION

Salaries and Wages ____________

Benefits ____________

Services Purchased:
Specify ____________ ____________
____________ ____________
____________ ____________

SUPPLIES AND MATERIALS ____________

STAFF DEVELOPMENT ____________

PARENT EDUCATION ____________

OTHER COSTS:
Specify ____________ ____________
____________ ____________
____________ ____________

CAPITAL EQUIPMENT (up to 10%) ____________

SUB TOTAL: ____________

ADMINISTRATION (up to 5%) ____________

TOTAL: ____________

RETURN TO SCHOOL FINANCE BY May 31, 2002

Alberta
LEARNING

INSTITUTIONAL PROGRAMS
Funding Application Form
2002/2003

For the School Year: September 1, 2002 to August 31, 2003

NAME OF SCHOOL AUTHORITY: ______________________________

CONTACT PERSON: ______________________ **TELEPHONE:** ____________

Please indicate whether this is a budget or final costs claim by checking the appropriate box.

☐ **BUDGET** ☐ **FINAL COSTS**

Name of Program	School Code	Net Program Costs

CERTIFICATION

I certify that the students claimed for this funding reside in an institution and are resident students of the Government as per Section 44 (7) of the School Act (RSA 200) or are temporary residents of a women's shelter. I also certify that the Institutional program(s) are under contract to Alberta Learning or have had prior approval from the Special Programs Branch of Alberta Learning, and that the programs identified in this report are being offered in accordance with Alberta Learning's program requirements.

______________________________ ______________
(Signature of Superintendent or Designate) (Date)

I certify that to the best of my information and knowledge, the information contained in this report for the purpose of determining the grant payable by Alberta Learning is correct.

______________________________ ______________
(Signature of Secretary Treasurer) (Date)

DEPARTMENT USE ONLY:

Total Net Program Costs = $ ______________

______________________________ ______________
Performance Certifier Date

______________________________ ______________
Expenditure Officer Date

Alberta
LEARNING

REGULAR INSTITUTIONAL PROGRAMS
BUDGETED / FINAL COSTS
2002/2003

NAME OF PROGRAM: ______________________________

CONTACT PERSON: ____________________ **TELEPHONE:** ____________________

Please see Instructions (attached) for completion of this form. Also see section 1.A.6 of the 2002-2003 Funding Manual for School Authorities. Note: if your program has some non-institutional students, you are considered a Mixed Institutional Program and must complete the form for Mixed Institutional Programs rather than this form.

		FTE's	
1.	**Instructional Salaries costs**		
	a. Certificated Salaries & Benefits	________	$____________
	b. Uncertificated Salaries & Benefits	________	$____________
	c. Substitute Teacher(s)	________	$____________
	Total Instructional Salary Costs		$____________
2.	**Supplies and Services costs**		
	a. Professional Development		$____________
	b. Educational Supplies		$____________
	c. Education Services		$____________
	d. Office Supplies		$____________
	Total Supplies and Services Costs		$____________
3.	**Technology costs** (see guidelines for formula)		$____________

TOTAL PROGRAM COSTS $____________ A

REVENUES RECEIVED FOR INSTITUTIONAL STUDENTS (not including Institutional Funding)

Note: please do not include plant operations and maintenance funding, system administration funding or institutional funding.

1.	**Basic Instruction** (based on Sept 30 enrolments of 550 coded students)	$____________
2.	**Other funding (please specify)** ____________________	$____________

TOTAL REVENUES $____________ B

NET PROGRAM COSTS (Total Program Costs less other revenues **A – B = C.**) $____________ C

Average number of students enrolled ____________ D

To calculate the average number of students enrolled:

Step 1: Determine the number of students enrolled **for each month** that the program operated. Note: students who are enrolled for more than one month will be counted for each month attended (i.e., if a student attends the program for 3 months, then the student would be counted for each of the 3 months attended). For 2002-2003 Budgets, please use monthly enrollments from the 2001-2002 school year. For 2002-2003 Finals, please use monthly enrolments for the 2002-2003 school year.

Step 2: Add up the enrolments for each month to get an annual total.

Step 3: Divide the annual total by the number of months the program operated to calculate the average number of students enrolled.

For Final claims, please attach a list of institutional students (with student ID #'s) who were in attendance on Sept 30.

Instructions for Completion of 2002-2003 Institutional Funding Applications

Important: There **are two categories of institutional programs; Regular and Mixed programs**. Regular institutional programs only have institutional students (i.e., students who were placed in the institution by a government agency and they reside in the institution). Programs of this type should complete the Regular Institutional Program form. Mixed institutional programs have both institutional students and non-institutional students. Non-institutional students are students who were not placed by a government agency and do not reside in the institution (i.e., day students, students placed by the school jurisdiction, tuition students from another school jurisdiction or tuition students from out-of -province.) Programs of this type should complete the Mixed Institutional Program form.

1. **Instructional Salary Costs**
   a. Certificated Salaries & Benefits: teacher/school administration salaries & benefits
   b. Uncertificated Salaries & Benefits: teacher assistants & office staff,
   c. Substitute Teacher(s): costs for subs when teachers or teacher assistant are not in school
2. **Supplies and Services Costs**
   a. Professional Development: staff training, conferences, & in-services
   b. Educational Supplies: materials & resources which students/teachers require for the educational program, such as; textbooks, notebooks, videos, pens/pencils etc.
   c. Educational Services: costs for educational or psychological assessments directly related to providing the educational program such as; reading, math, I.Q., fine motor/gross motor
   Note: Counseling, therapy or psychiatric services are not to be included in this category as these are the responsibility of the government agency operating the institution.
   d. Office Supplies: materials for the administration of the school program such as; paper, pens, binders, files.
   Note: Office capital equipment such as audio-visual equipment, copiers, staff computers, furniture, fixtures for the classroom or office are **not** to be included in this category as these costs are the responsibility of the government agency operating the institution.
3. **Technology Costs**
   Computers and computer upgrades, peripherals (printers for instructional use, peripherals for special needs students), technical support, and software for teacher and student use that supports the learner outcomes identified by Alberta Learning. Technology costs will be calculated using the lesser of the following amounts:
   a. Actual costs
   b. (i) For regular institutional programs that have only institutional students, $500 X the average number of students enrolled (line D of the budget form).
   (ii) For mixed programs (i.e., programs with institutional students and non-institutional students), $500 X the average number of institutional students enrolled (line D of the budget form).
   c. Maximum of $10,000 total per year. Requests over the maximum amount require prior approval from the Education Manager for Institutions at the Special Programs Branch.

Revenues: Please list the Basic Instruction revenues you received (or plan to receive) for the institutional students who were enrolled on September 30 (note: these students should be coded as 550 in order to receive funding). List other funding you received for institutional students in your program, but do not include any Institutional Funding payments you have received. Also, do not include System Administration funding, as this funding is provided to cover central office/system administration costs (which are not to be included on this budget). For Mixed Institutional programs, please ensure that the revenues reported are only for institutional students. Revenues for non-institutional students should not be included.

Average Number of Students Enrolled:

To calculate the average number of students enrolled:

Step 1: Determine the number of students enrolled **for each month** that the program operated. Note: students who are enrolled for more than one month will be counted for each month attended (i.e., if a student attends the program for 3 months, then the student would be counted for each of the 3 months attended). For 2002-2003 Budgets, please use monthly enrolments from the 2001-2002 school year. For 2002-2003 Finals, please use monthly enrolments for the 2002-2003 school year.

Step 2: Add up the enrolments for each month to get an annual total.

Step 3: Divide the annual total by the number of months the program operated to determine the average number of students enrolled.

Average Number of Institutional Students Enrolled: (Mixed Programs only)

Use same formula as above for average number of students enrolled except only use the number of institutional students and do not include the non-institutional students who are enrolled

Alberta
LEARNING

MIXED INSTITUTIONAL PROGRAM
BUDGETED / FINAL COSTS
2002/2003

NAME OF PROGRAM: ______________________________

CONTACT PERSON: ____________________ **TELEPHONE:** ____________________

Please see Instructions (attached) for completion of this form. Also see section 1.A.6 of the 2002-2003 Funding Manual for School Authorities. Note if your program only has institutional students (and no non-institutional students), you are considered a Regular Institutional Program and must complete the form for a Regular Institutional Program rather than this form.

1.	**Instructional Salaries costs**	FTE's	
	a. Certificated Salaries & Benefits	________	$____________
	b. Uncertificated Salaries & Benefits	________	$____________
	c. Substitute Teacher(s)	________	$____________
	Total Instructional Salary Costs		$____________
2.	**Supplies and Services costs**		
	a. Professional Development		$____________
	b. Educational Supplies		$____________
	d. Education Services		$____________
	d. Office Supplies		$____________
	Total Supplies and Services Costs		$____________
3.	**Technology costs** (see guidelines for formula)		$____________

TOTAL PROGRAM COSTS	$____________ A
Average number of students enrolled (see guidelines for this calculation)	____________ B
Average cost per student (A ÷ B)	$____________ C
Average number of Institutional students enrolled (see guidelines)	____________ D

REVENUES RECEIVED FOR INSTITUTIONAL STUDENTS (not including Institutional Funding)

Note: only show revenues for institutional students. Please do not include revenues for non-institutional students. Also, do not include plant operations and maintenance funding or system administration funding.

1.	**Basic Instruction** (based on Sept 30 enrollments of 550 coded students)	$____________
2.	**Other funding (please specify)** ____________________	$____________

TOTAL REVENUES FOR INSTITUTIONAL STUDENTS	$____________ E
NET PROGRAM COSTS FOR INSTITUIONAL STUDENTS (C x D - E)	$____________

Note: For Final claims, please attach a list of the institutional students (with student ID #'s) in attendance on Sept. 30

Instructions for Completion of 2002-2003 Institutional Funding Applications

Important: There **are two categories of institutional programs; Regular and Mixed programs**. Regular institutional programs only have institutional students (i.e., students who were placed in the institution by a government agency and they reside in the institution). Programs of this type should complete the Regular Institutional Program form. Mixed institutional programs have both institutional students and non-institutional students. Non-institutional students are students who were not placed by a government agency and do not reside in the institution (i.e., day students, students placed by the school jurisdiction, tuition students from another school jurisdiction or tuition students from out-of -province.) Programs of this type should complete the Mixed Institutional Program form.

1. Instructional Salary Costs

- a Certificated Salaries & Benefits: teacher/school administration salaries & benefits
- b Uncertificated Salaries & Benefits: teacher assistants & office staff,
- c Substitute Teacher(s): costs for subs when teachers or teacher assistant are not in school

2. Supplies and Services Costs

- a. Professional Development: staff training, conferences, & in-services
- b. Educational Supplies: materials & resources which students/teachers require for the educational program, such as; textbooks, notebooks, videos, pens/pencils etc.
- c. Educational Services: costs for educational or psychological assessments directly related to providing the educational program such as; reading, math, I.Q., fine motor/gross motor
  Note: Counseling, therapy or psychiatric services are not to be included in this category as these are the responsibility of the government agency operating the institution.
- d. Office Supplies: materials for the administration of the school program such as; paper, pens, binders, files.
  Note: Office capital equipment such as audio-visual equipment, copiers, staff computers, furniture, fixtures for the classroom or office are **not** to be included in this category as these costs are the responsibility of the government agency operating the institution.

3. Technology Costs

Computers and computer upgrades, peripherals (printers for instructional use, peripherals for special needs students), technical support, and software for teacher and student use that supports the learner outcomes identified by Alberta Learning. Technology costs will be calculated using the lesser of the following amounts:

- a. Actual costs
- b. (i) For regular institutional programs that have only institutional students, $500 X the average number of students enrolled (line D of the budget form).
  (ii) For mixed programs (i.e., programs with institutional students and non-institutional students), $500 X the average number of institutional students enrolled (line D of the budget form).
- c. Maximum of $10,000 total per year. Requests over the maximum amount require prior approval from the Education Manager for Institutions at the Special Programs Branch.

Revenues: Please list the Basic Instruction revenues you received (or plan to receive) for the institutional students who were enrolled on September 30 (note: these students should be coded as 550 in order to receive funding). List other funding you received for institutional students in your program, but do not include any Institutional Funding payments you have received. Also, do not include System Administration funding, as this funding is provided to cover central office/system administration costs (which are not to be included on this budget). For Mixed Institutional programs, please ensure that the revenues reported are only for institutional students. Revenues for non-institutional students should not be included.

Average Number of Students Enrolled:

To calculate the average number of students enrolled:

Step 1: Determine the number of students enrolled **for each month** that the program operated. Note: students who are enrolled for more than one month will be counted for each month attended (i.e., if a student attends the program for 3 months, then the student would be counted for each of the 3 months attended). For 2002-2003 Budgets, please use monthly enrolments from the 2001-2002 school year. For 2002-2003 Finals, please use monthly enrolments for the 2002-2003 school year.

Step 2: Add up the enrolments for each month to get an annual total.

Step 3: Divide the annual total by the number of months the program operated to determine the average number of students enrolled.

Average Number of Institutional Students Enrolled: (Mixed Programs only)

Use same formula as above for average number of students enrolled except only use the number of institutional students and do not include the non-institutional students who are enrolled

Alberta
LEARNING

REPORT OF JUNIOR HIGH AND SENIOR HIGH HOME EDUCATION STUDENTS

WHOSE ADL CORRESPONDENCE COURSES WERE FULLY FUNDED BY THE SCHOOL AUTHORITY FOR HOME EDUCATION STUDENTS ENROLLED ON SEPTEMBER 30, 2002

For the School Year: September 1, 2002 to August 31, 2003

Name of School Authority: ______________________________ **Authority Code:** ______

Name of School: ______________________________ **School Code:** ________

Alberta Learning ID #	ADLC Centre File No.	Name of Student (Alphabetical) Surname / Given Name(s)	Grade	Course Code	Approved ADLC Course Costs
				TOTAL	$

PLEASE REFER TO ATTACHED COURSE LEGEND AND CLAIMABLE AMOUNT OF COURSE COSTS

CERTIFICATION

I certify that to the best of my information and knowledge that the information reported on this form is correct.

______________________________ ______________________________ ______________

(Signature of Secretary-Treasurer/Superintendent) (Signature of: Teacher/Principal) (Date)

ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grade Seven	7100	Language Arts 7	$140.00	None	$140.00
	7110	Mathematics 7	$180.00	None	$180.00
	7130	Health & Personal Life Skills 7	$180.00	$8.00	$188.00
	7140	Science 7	$180.00	$23.00	$203.00
	7150	Social Studies 7	$180.00	$22.00	$202.00
	7160	Physical Education	$160.00	None	$160.00
	7310	Art A	$120.00	None	$120.00
	7350	French A	$120.00	$13.00	$133.00
	7360	German A	$120.00	$9.00	$129.00
	7380	Ukrainian A	$120.00	$9.00	$129.00
	7410	Music A	$160.00	None	$160.00
	7570	Environmental and Outdoor Education (Year 1)	$160.00	$7.00	$167.00
Grade Eight	8100	Language Arts 8	$140.00	None	$140.00
	8110	Mathematics 8	$180.00	None	$180.00
	8130	Health & Personal Life Skills 8	$180.00	$13.00	$193.00
	8140	Science 8	$180.00	$9.00	$189.00
	8150	Social Studies 8	$180.00	$9.00	$189.00
	8310	Art B	$120.00	None	$120.00
	8350	French B	$120.00	$9.00	$129.00
	8360	German B	$120.00	$9.00	$129.00
	8380	Ukrainian B	$120.00	$9.00	$129.00
	8460	Ethics	$160.00	$19.00	$179.00
Grade Nine	9100	Language Arts 9	$180.00	None	$180.00
	9110	Mathematics 9	$180.00	None	$180.00
	9130	Health & Personal Life Skills 9	$180.00	$9.00	$189.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADL course costs must be retained on file for review by Alberta Learning

ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
	9140	Science 9	$180.00	$64.00	$244.00
	9150	Social Studies 9	$180.00	$9.00	$189.00
	9210	Mathematics Modified 9	$180.00	None	$180.00
	9310	Art C	$120.00	None	$120.00
	9350	French C	$120.00	$13.00	$133.00
	9380	Ukrainian C	$120.00	$9.00	$129.00
Grades	AGR 1010	Agriculture 1010	$50.00	None	$50.00
10, 11, and 12	AGR 1060	Agriculture 1060	$5,000	None	$50.00
	AGR 1110	Agriculture 1110	$50.00	None	$50.00
	CMH 1010	Community Health 1010	$50.00	None	$50.00
	CMH 1050	Community Health 1050	$50.00	None	$50.00
	CMH 1060	Community Health 1060	$50.00	None	$50.00
	CMH 2010	Community Health 2010	$50.00	None	$50.00
	CMH 2050	Community Health 2050	$60.00	$10.00	$70.00
	CMH 3010	Community Health 3010	$50.00	None	$50.00
	CMH 3020	Community Health 3020	$50.00	None	$50.00
	CMH 3030	Community Health 3030	$50.00	None	$50.00
	CMH 3040	Community Health 3040	$50.00	None	$50.00
	CMH 3050	Community Health 3050	$60.00	$10.00	$70.00
	CMH 3140	Community Health 3140	$50.00	None	$50.00
	COM 1020	Communication Tech. 1020	$50.00	None	$50.00
	COM 1070	Communication Tech. 1070	$50.00	None	$50.00
	CTR 1010	Career Transitions 1010	$50.00	None	$50.00
	CTR 1020	Career Transitions 1020	$50.00	None	$50.00
	CTR 1110	Fashion Studies CTR1110	$25.00	None	$25.00
	CTR 1120	Fashion Studies CTR1120	$25.00	None	$25.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADL course costs must be retained on file for review by Alberta Learning

ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades 10, 11, and 12	CTR 1210	Career Transitions 1210	$50.00	None	$50.00
	CTR 2110	Fashion Studies CTR2110	$25.00	None	$25.00
	CTR 2120	Fashion Studies CTR2120	$25.00	None	$25.00
	CTR 2130	Fashion Studies CTR2130	$25.00	None	$25.00
	CTR 2140	Fashion Studies CTR2140	$25.00	None	$25.00
	CTR 2150	Fashion Studies CTR2150	$25.00	None	$25.00
	CTR 2210	Career Transitions 2210	$50.00	None	$50.00
	CTR 3110	Legal Studies 3110	$50.00	None	$50.00
	CTR 3210	Career Transitions 3210	$50.00	None	$50.00
	DES 1010	Design Studies 1010	$50.00	None	$50.00
	DES 1020	Design Studies 1020	$50.00	None	$50.00
	DES 1060	Design Studies 1060	$50.00	None	$50.00
	DES 2010	Design Studies 2010	$50.00	None	$50.00
	ELA 1104	English 10-2	$150.00	None	$150.00
	ELA 1105	English 10-1	$160.00	None	$160.00
	ELA 2104	English 20-2	$150.00	None	$150.00
	ELA 2105	English 20-1	$180.00	None	$180.00
	ELA 3100	English 30	$180.00	None	$180.00
	ELA 3115	English 33	$180.00	None	$180.00
	ELT 1010	Electro-Technologies 1010	$50.00	None	$50.00
	ENT 1010	Enterprise & Innovation 1010	$50.00	None	$50.00
	ENT 1020	Enterprise & Innovation 1020	$50.00	None	$50.00
	ENT 2010	Enterprise & Innovation 2010	$50.00	None	$50.00
	ENT 2020	Enterprise & Innovation 2020	$50.00	None	$50.00
	ENT 2030	Enterprise & Innovation 2030	$50.00	None	$50.00
	ENT 3010	Enterprise & Innovation 3010	$50.00	None	$50.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADL course costs must be retained on file for review by Alberta Learning

ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades	FAS 1030	Fashion Studies 1030	$50.00	None	$50.00
10, 11, and 12	FAS 1040	Fashion Studies 1040	$50.00	None	$50.00
	FAS 1050	Fashion Studies 1050	$50.00	None	$50.00
	FAS 1060	Fashion Studies 1060	$50.00	None	$50.00
	FAS 1070	Fashion Studies 1070	$50.00	None	$50.00
	FAS 2070	Fashion Studies 2070	$50.00	None	$50.00
	FAS 2080	Fashion Studies 2080	$50.00	None	$50.00
	FAS 2090	Fashion Studies 2090	$50.00	None	$50.00
	FAS 2110	Fashion Studies 2110	$50.00	None	$50.00
	FIN 1010	Financial Management 1010	$50.00	None	$50.00
	FIN 1020	Financial Management 1020	$50.00	None	$50.00
	FIN 1030	Financial Management 1030	$50.00	None	$50.00
	FIN 2010	Financial Management 2010	$50.00	None	$50.00
	FIN 2020	Financial Management 2020	$50.00	None	$50.00
	FIN 2030	Financial Management 2030	$50.00	None	$50.00
	FIN 2040	Financial Management 2040	$65.00	None	$65.00
	FIN 3010	Financial Management 3010	$50.00	None	$50.00
	FIN 3020	Financial Management 3020	$50.00	None	$50.00
	FIN 3030	Financial Management 3030	$50.00	None	$50.00
	FIN 3040	Financial Management 3040	$50.00	None	$50.00
	FIN 3060	Financial Management 3060	$50.00	None	$50.00
	FNA 1400	Art 10 3 credits	$85.00	None	$85.00
		4 credits	$110.00	None	$110.00
		5 credits	$140.00	None	$140.00
	FNA 1405	Art 11	$180.00	None	$180.00
	FNA 2400	Art 20	$150.00	None	$150.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADL course costs must be retained on file for review by Alberta Learning

ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades	FNA 2405	Art 21	$180.00	None	$180.00
10, 11, and 12	FNA 3405	Art 31	$180.00	None	$180.00
	FOR 1010	Forestry	$20.00	None	$20.00
	FOR 1010	Forestry 1010	$50.00	None	$50.00
	FOR 1090	Forestry 1090	$50.00	None	$50.00
	FOR 2010	Forestry 2010	$50.00	None	$50.00
	FRA 1314	Francais 13	$180.00	$55.00	$235.00
	FRA 2314	Francais 23	$180.00	$50.00	$230.00
	FRA 3314	Francais 33	$180.00	$45.00	$225.00
	FSL 1305	French 13	$230.00	$35.00	$265.00
	FSL 1309	French 10	$230.00	$25.00	$255.00
	FSL 2309	French 20	$230.00	$55.00	$285.00
	FSL 3309	French 30	$230.00	$18.00	$248.00
	GER 1315	German 10	$140.00	$20.00	$160.00
	GER 2315	German 20	$140.00	$15.00	$155.00
	GER 3315	German 30	$140.00	$20.00	$160.00
	INF 1010	Information Processing 1010	$50.00	None	$50.00
	INF 1020	Keyboarding for Mastery 1	$20.00	None	$20.00
	INF 1030M	Information Processing 1030M	$60.00	None	$60.00
	INF 1050M	Information Processing 1050M	$60.00	None	$60.00
	INF 1060M	Information Processing 1060M	$60.00	None	$60.00
	INF 1080VB	Information Processing1080VB	$60.00	None	$60.00
	INF 2010	Information Processing 2010	$60.00	None	$60.00
	INF 2030	Keyboarding for Mastery 2	$20.00	None	$20.00
	INF 2040	Keyboarding for Mastery 3	$20.00	None	$20.00
	INF 2050M	Information Processing 2050M	$60.00	None	$60.00

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ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades	INF 2060	Information Processing 2060	$60.00	None	$60.00
10, 11, and 12	INF 2070M	Information Processing 2070M	$60.00	None	$60.00
	INF 2080M	Information Processing 2080M	$60.00	None	$60.00
	INF 2090	Information Processing 2090	$80.00	None	$80.00
	INF 2100	Information Processing 2100	$80.00	None	$80.00
	INF 2110	Information Processing 2110	$80.00	None	$80.00
	INF 2120	Information Processing 2120	$80.00	None	$80.00
	INF 2150VB	Information Processing 2150VB	$60.00	None	$60.00
	INF 2160VB	Information Processing 2160VB	$60.00	None	$60.00
	INF 2170VB	Information Processing 2170VB	$60.00	None	$60.00
	INF 2180VB	Information Processing 2180VB	$60.00	None	$60.00
	INF 2190	Information Processing 2190	$60.00	None	$60.00
	INF 3030	Keyboarding for Mastery 4	$20.00	None	$20.00
	INF 3040	Keyboarding for Mastery 5	$20.00	None	$20.00
	INF 3050	Keyboarding for Mastery 6	$20.00	None	$20.00
	INF 3060	Information Processing 3060	$60.00	None	$60.00
	INF 3070	Information Processing 3070	$60.00	None	$60.00
	INF 3090	Information Processing 3090	$80.00	None	$80.00
	INF 3120	Information Processing 3120	$80.00	None	$80.00
	INF 3150VB	Information Processing 3150VB	$60.00	None	$60.00
	INF 3160C	Information Processing 3160B	$60.00	None	$60.00
	INF 3170C	Information Processing 3170C	$60.00	None	$60.00
	INF 3180	Information Processing 3180	$60.00	None	$60.00
	LDC 1344	Spanish 15	$140.00	$20.00	$160.00
	LDC 2344	Spanish 25	$140.00	$20.00	$160.00
	LDC 2460	Religious Studies 25	$180.00	None	$180.00

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ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades	LDC 3344	Spanish 35	$140.00	None	$140.00
10, 11, and 12	LGS 1010	Legal Studies 1010	$50.00	None	$50.00
	LGS 1020	Legal Studies 1020	$50.00	None	$50.00
	LGS 2010	Legal Studies 2010	$50.00	None	$50.00
	LGS 2020	Legal Studies 2020	$50.00	None	$50.00
	LGS 2030	Legal Studies 2030	$50.00	None	$50.00
	LGS 3010	Legal Studies 3010	$50.00	None	$50.00
	LGS 3040	Legal Studies 3040	$50.00	None	$50.00
	LGS 3050	Legal Studies 3050	$50.00	None	$50.00
	LGS 3080	Legal Studies 3080	$50.00	None	$50.00
	LOG 1010	Logistics 1010	$50.00	None	$50.00
	LOG 1030	Logistics 1030	$50.00	None	$50.00
	MAM 3010	Management and Marketing 3010	$50.00	None	$50.00
	MAM 3020	Management and Marketing 3010	$50.00	None	$50.00
	MAM 3030	Management and Marketing 3030	$50.00	None	$50.00
	MAM 3040	Management and Marketing 3040	$50.00	None	$50.00
	MAM 3050	Management and Marketing 3050	$50.00	None	$50.00
	MAT 1037	Mathematics 10 (Pure)	$180.00	None	$180.00
	MAT 1038	Mathematics 10 (Applied)	$180.00	None	$180.00
	MAT 1039	Mathematics 10 Bridging (Pure)	$110.00	None	$110.00
	MAT 1041	Mathematics Prep. 10	$180.00	None	$180.00
	MAT 1225	Mathematics 14	$180.00	None	$180.00
	MAT 2037	Mathematics 20 (Pure)	$180.00	None	$180.00
	MAT 2038	Mathematics 20	$180.00	None	$180.00
	MAT 2225	Mathematics 24	$180.00	None	$180.00
	MAT 3037	Mathematics 30 (Pure)	$180.00	None	$180.00

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ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades 10, 11, and 12	MAT 3038	Mathematics 30 (Applied)	$180.00	None	$180.00
	MAT 3211	Mathematics 31	$180.00	None	$180.00
	OTH 1999	Special Projects 10 – 5 credits	$100.00	None	$100.00
	OTH 1999	Special Projects 10 – 3 credits	$60.00	None	$60.00
	OTH 2999	Special Projects 20 – 5 credits	$100.00	None	$100.00
	OTH 2999	Special Projects 20 – 3 credits	$60.00	None	$60.00
	OTH 3999	Special Projects 30 – 5 credits	$100.00	None	$100.00
	OTH 3999	Special Projects 30 – 3 credits	$60.00	None	$60.00
	PED 1445	Physical Education 10 – 3 credits	$80.00	None	$80.00
		– 5 credits	$120.00	None	$120.00
	PED 2416	CALM (Careers Life Management)	$110.00	None	$110.00
	SCN 1270	Science 10	$180.00	None	$180.00
	SCN 1285	Science 14	$180.00	None	$180.00
	SCN 2231	Biology 20	$180.00	$20.00	$200.00
	SCN 2242	Chemistry 20	$180.00	$10.00	$190.00
	SCN 2261	Physics 20	$180.00	$10.00	$190.00
	SCN 2270	Science 20	$180.00	$30.00	$210.00
	SCN 2285	Science 24	$180.00	None	$180.00
	SCN 3230	Biology 30	$180.00	$10.00	$190.00
	SCN 3240	Chemistry 30	$180.00	$10.00	$190.00
	SCN 3260	Physics 30	$180.00	$40.00	$220.00
	SCN 3270	Science 30	$180.00	$30.00	$210.00
	SSN 2171	Personal Psychology 20	$110.00	None	$110.00
	SSN 2172	General Psychology 20	$110.00	None	$110.00
	SSN 2176	General Sociology 20	$110.00	None	$110.00
	SSN 3166	World Geography 30	$110.00	None	$110.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADL course costs must be retained on file for review by Alberta Learning

ALBERTA DISTANCE LEARNING CENTRE PRINT COURSE COSTS
APPROVED FOR REIMBURSEMENT BY ALBERTA LEARNING

REIMBURSEMENT WILL BE AT 50 PERCENT OF THE CLAIMABLE AMOUNT COLUMN

	Course Code	Subject	Registration Fee	Compulsory	Claimable Amount
Grades	SST 1150	Social Studies 10	$180.00	None	$180.00
10, 11, and 12	SST 1151	Social Studies 13	$180.00	None	$180.00
	SST 2150	Social Studies 20	$180.00	None	$180.00
	SST 2151	Social Studies 23	$180.00	None	$180.00
	SST 3150	Social Studies 30	$180.00	None	$180.00
	SST 3151	Social Studies 33	$180.00	None	$180.00
	TOU 1010	Tourism Studies 1010	$50.00	None	$50.00
	TOU 1040	Tourism Studies 1040	$50.00	None	$50.00
	TOU 1050	Tourism Studies 1050	$50.00	None	$50.00
	TOU 1060	Tourism Studies 1060	$50.00	None	$50.00
	TOU 1070	Tourism Studies 1070	$50.00	None	$50.00
	TOU 2050	Tourism Studies 2050	$50.00	None	$50.00
	TOU 3030	Tourism Studies 3030	$50.00	None	$50.00
	TOU 3040	Tourism Studies 3040	$50.00	None	$50.00
	TOU 3060	Tourism Studies 3060	$50.00	None	$50.00
	TOU 3070	Tourism Studies 3070	$50.00	None	$50.00
	TOU 3080	Tourism Studies 3080	$50.00	None	$50.00
	UKR 1355	Ukrainian 10	$140.00	$30.00	$170.00
	UKR 2355	Ukrainian 20	$140.00	$15.00	$155.00
	UKR 3355	Ukrainian 30	$140.00	$10.00	$150.00

NOTE: Alberta Distance Learning Centre - All invoices supporting the claimable amount of ADL course costs must be retained on file for review by Alberta Learning

Alberta
LEARNING

REPORT OF ADDITIONAL ADL COURSE COSTS FOR STUDENTS IN GRADES 1 TO 6

For students in grades 1 to 6 taking a full course load of ADL courses where the total compulsory course costs exceeded the 50% funding provided by the supervising board.

For the School Year: September 1, 2002 to August 31, 2003

Name of School Authority: ______________________ **Authority Code:** __________

Name of School: ______________________ **School Code:** __________

Name of Student (Alphabetical) for which a full course load has been purchased Surname / Given Name(s)	Alberta Learning ID #	Grade	Costs in Excess of 50% Funding provided by Supervising Board *
	TOTAL		$

*** PLEASE REFER TO THE CHART (on back) FOR FULL COURSE LOAD INFORMATION AND FOR COSTS ELIGIBLE FOR ADDITIONAL FUNDING.**

CERTIFICATION

I certify that to the best of my information and knowledge that the information reported on this form is correct.

______________________ (Signature of Secretary-Treasurer/Superintendent)

______________________ (Signature of: Teacher/Principal)

__________ (Date)

02AL1.13b

RETURN TO: SCHOOL FINANCE

Alberta Distance Learning Centre (ADLC) Course Costs - Elementary 2002/2003

	Grade 1	***Grade 2***	***Grade 3***	***Grade 4***	***Grade 5***	***Grade 6***
Course	Thematics 1	Thematics 2	Language Arts 3	Language Arts 4	Language Arts 5	Language Arts 6
Registration	$ 170.00	$ 170.00	$ 140.00	$ 140.00	$ 205.00	$ 185.00
Textbooks	$ 125.00	$ 100.00	$ 10.00	$ 37.00	$ 46.00	$ 45.00
Course	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4	Mathematics 5	Mathematics 6
Registration	$ 200.00	$ 200.00	$ 140.00	$ 205.00	$ 205.00	$ 140.00
Textbooks	$ -	$ -	$ -	$ 32.00	$ 72.00	$ -
Course			Social Studies/ Science 3	Social Studies 4	Social Studies 5	Social Studies 6
Registration			$ 140.00	$ 140.00	$ 140.00	$ 140.00
Textbooks			$ -	$ 48.00	$ 77.00	$ 50.00
Course				Science 4	Science 5	Science 6
Registration				$ 140.00	$ 205.00	$ 187.00
Textbooks				$ -	$ -	$ -
Total Cost	**$ 495.00**	**$ 470.00**	**$ 430.00**	**$ 742.00**	**$ 950.00**	**$ 747.00**
less: 50% funding provided by supervising board	$ 560.50	$ 560.50	$ 560.50	$ 560.50	$ 560.50	$ 560.50
Excess costs eligible for additional funding	**$ 0.00**	**$ 0.00**	**$ 0.00**	**$ 181.50**	**$ 389.50**	**$ 186.50**

Alberta
LEARNING

FRANCISATION FUNDING FOR ELIGIBLE FUNDED STUDENTS IN GRADES 1 - 12

Since many of the children arrive at school with insufficient French language skills, funding similar to the English as a Second Language funding will be made to the Francophone Authorities for eligible students.

For 2002/2003, this funding will be $722 per eligible funded student in grades 1 to 12

School Year: 2002/2003 **Count Date:** September 30, 2002

Jurisdiction Code: ______________ **Jurisdiction Name:** ______________

ALBERTA LEARNING STUDENT ID NUMBER	STUDENT NAME

CERTIFICATION

I certify that to the best of my information and knowledge that the funded students eligible to receive Francisation funding reported on this form is correct.

Signature of: Secretary-Treasurer/ Superintendent **Date**

02AL1.14 **RETURN COMPLETED FORM TO SCHOOL FINANCE
BY NOVEMBER 15, 2002**

Alberta
LEARNING

2000-2003 FUNDING CYCLE PROGRAM ENHANCEMENT PROJECT PROPOSAL

IDENTIFICATION OF THE PROJECT SITE(S):

ECS Operator: ____________________

Name of ECS Centre: ____________________

Estimated Enrolment of ECS Centre: ____________________

Number of PEP Eligible Children: ____________________
(SEE: Eligibility Criteria below)

Contact Person (available in July, 2002) ____________________

Phone: Office: ____________________ Home: ____________________

ELIGIBILITY CRITERIA:

Primary factors may include:

- high incidence of low income;
- high incidence of single parent families;
- high incidence of unemployment or under-employment;
- high frequency of changes in residence;
- high incidence of recent arrivals in Canada and low parental facility with the language of instruction;
- high incidence of crime;
- difficult access to services for students.

Secondary indicators may include:

- incidence of alcohol/drug abuse;
- incidence of violence;
- evidence of poor nutrition;
- limited education and job skills of parents;
- crowded living conditions.

CERTIFICATION

I certify that the program identified in this report is being offered in accordance with Alberta Learning program requirements.

____________________ (Signature of Superintendent)

____________________ (Date)

Alberta
LEARNING

POPULATION ELIGIBILITY - DESCRIPTION OF THE COMMUNITY:

Based on the eligibility criteria listed on the previous page, describe which of them apply to the community which will enrol children in the ECS program identified in this application. Comment on the degree to which these factors affect the target children:

RESULTS EXPECTED:

Within the overall goal of Early Childhood Services to prepare children for formal learning, the interventions which are provided by programs which receive the Program Enhancement Project allocation should focus on results in two key areas:

- improved skills in literacy, both with language and numbers; and
- enhanced group interaction skills and emotional maturity.

Please describe the specific results that your Program Enhancement Project would achieve for children in each key area:

STRATEGIES:

Please describe the strategies that you will use to achieve the expected results.

Outline the involvement of the parents, community and other partners involved in developing and implementing these strategies.

MEASURING RESULTS:

Please identify the measures you will use to demonstrate the children's growth towards the expected results. These measures will be reported annually for the three year term of the funding in your Annual Education Results Report.

Please complete a Budget for each Project, on the following page, for the school year 2002/2003.

ALLOWABLE EXPENSES:

1. Salaries, Wages and Benefits - for staffing engaged specifically to assist in the implementation of the intervention strategies.
2. Extended Program Hours - costs associated with providing additional hours of ECS instruction.
3. Contracted Services - the payment of contracts for professional non-instructional services, e.g. psychologists, speech-language pathologists.
4. Materials and Supplies - these must be specific to the intervention strategies.
5. Staff Development - this must be specific to the intervention strategies.
6. Parent Education - to enhance parent skills in promoting learning.
7. Capital Expenditures - up to a maximum of 10% of the total approved budget.
8. Transportation - to include mileage and travel expenses for staff and/or eligible children to facilitate program activities.
9. Administration - up to 5% of the total approved budget.

Alberta
LEARNING

PROGRAM ENHANCEMENT PROJECT
2002/2003 BUDGET ESTIMATES

Number of programs being applied for at this site: ____________________

INSTRUCTION

Salaries and Wages ____________________

Benefits

Services Purchased: ____________________

Extended Program Hours Fees ____________________

Supplies and Materials ____________________

STAFF DEVELOPMENT ____________________

PARENT EDUCATION ____________________

TRANSPORTATION ____________________

OTHER COSTS:
Specify ________________________ ____________________
________________________ ____________________
________________________ ____________________

CAPITAL EQUIPMENT (up to 10%) ____________________

SUB TOTAL: ____________________

ADMINISTRATION (up to 5%) ____________________

TOTAL: ____________________

PLEASE RETURN TO SCHOOL FINANCE BY May 31, 2002

Alberta
LEARNING

2002- 2003 PROGRAM UNIT FUNDING APPLICATION
EARLY CHILDHOOD SERVICES

Refer to Part 2, Section 2.5 of the Funding Manual For School Authorities for information on the completion of this application.
Submit one copy of this application for each school/centre to School Finance.

Name of School Jurisdiction/Private School/Society: ______________________________

Name of School/Centre: ______________________________

Address: ______________________________ **Postal Code:** ____________

Contact Person: ______________________________ **Telephone No:** ____________

Fax No: ____________ **E-Mail Address:** ____________

Number of Program Unit children: ☐
(claimed on this application)

Budget Amount: $
(for this application)

Have any of these Program Unit children been with a previous operator? ☐ YES ☐ NO

Has Basic Instruction funding been claimed for these children? ☐ YES ☐ NO

NOTE:
- o The Budget amount is subject to change upon review by the Alberta Learning staff.
- o Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.

DECLARATION

The undersigned does hereby declare that an individualized program has been developed and will be carried out for each child on this application and that:

- The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 2.5 of the Funding For School Authorities.
- Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- Direct services will be provided to each child and/or parent(s) / guardian(s) as required.
- Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).
- long term plans for the child(ren) have been discussed with the receiving school authority(ies)

I certify that the programs identified in this report are being offered in accordance with Alberta Learning program requirements and that, to the best of my information and knowledge, the information provided on this application is correct.

______________________________ ____________
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE:

APPROVED BY: ______________________________ **Amount Approved: $** ____________
(Signature of Performance Certifier)
Special Programs Branch

______________________________ **Date Approved:** ____________
(Signature of Expenditure Officer)
School Finance Branch

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

Severe Mental Disability (Code 41)

A child with a severe cognitive disability is one who:

- has severe delays in all or most areas of development
- frequently has other disabilities including physical, sensory, medical and/or behavioural
- requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and
- has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., AAMR Adaptive Behaviour Scale-School: Second Edition (ABS-S:2), Vineland Adaptive Behaviour Scales, Scales of Independent Behaviour - Revised)

Severe Emotional/Behavioural Disability (Code 42)

A child with a severe emotional/behavioural disorder is one who:

- displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the child and other children; and/or

- is dangerously aggressive, destructive, and has violent behaviours toward self and/or others, and/or demonstrates extremely compulsive behaviours.

A clinical diagnosis within the last 2 years of a severe emotional/behavioural disorder by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation on the nature, frequency and severity of the disorder. The effects of the disability on the child's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a severe emotional/ behaviour disorder is not necessarily sufficient to qualify under this category. Some diagnoses with behavior components that are not sufficient to qualify are: Attention-Deficit/Hyperactivity Disorder (AD/HD), Attention Deficit Disorder (ADD).

Severe Multiple Disability (Code 43)

A child with multiple disabilities is one who:

- has two or more non-associated moderate to severe cognitive and/or physical disabilities which, in combination, result in the child functioning at a severe to profound level; and
- requires significant special programs, resources and/or therapeutic services

Children with a severe disability and another associated disability should be identified under the category of the primary severe disability. For example,

A child with a severe cognitive disability and another associated disability is not designated under this category, but is designated under severe cognitive disability.

A child with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under code 43:

- Attention Deficit / Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)

ECS children diagnosed with Down syndrome in the most severe cases, should be reported under Sever Multiple Disability (Code 43)

Severe Physical or Medical Disability - including Autism (Code 44)

A child with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis of a physical disability, a specific neurological disorder or medical condition which creates a significant impact on the child's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment); or
- requires extensive adult assistance and modifications to the learning environment in order to benefit from schooling.

A child with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with autism.

In order for a diagnosis of autism to be made, the child needs to demonstrate difficulties in three broad areas:

- social interaction
- communication; and
- stereotyped pattern of behaviour (i.e. hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

A child diagnosed with severe Fetal Alcohol Spectrum Disorder (FASD) may have Fetal Alcohol Syndrome (FAS) or Alcohol-Related Neurodevelopmental Disorder (ARND) and is included in this category (Code 44 – Severe Physical or Medical Disability – Including Autism). A clinical diagnosis by a psychiatrist, chartered psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FASD is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the child with FASD. Children with severe FASD who exhibit significant impairment in the areas of social functioning, life skills, behaviour, learning, attention, and concentration, will need extensive intervention and support.

Deafness (Code 45)

A child with a profound hearing loss is one who:

- has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 (Hz)) which interferes with the use of oral language as the primary form of communication or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear; and
- requires extensive modifications and specialized educational supports; and
- has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years.

If a child has a severe to profound sensori-neural hearing loss that has not changed significantly, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

BLINDNESS (Code 46)

A child with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees.

If a child has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those children who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Severe Communication Disorder (Code 47) - For ECS children only.

A child with a severe communication disorder has severe difficulty in communicating with peers and/or adults because of a severe disorder in expressive and/or receptive language and/or total language. This typically includes little, if any, expressive or receptive communication skills.

REVISED Children who experience a severe communication disorder, as defined here, and have sufficient communicative ability to permit formal speech/language assessment should demonstrate results less than or equal to the first percentile in expressive and/or receptive language and/or total language. Results that are at or below the first percentile, on individual components of language (i.e. sentence structure, word structure, sentence recall, etc.) do not meet Alberta Learning criteria for a severe communication disorder.

Children whose primary language disorder is in the area of phonology are considered to meet criteria for Severe Communication disability under the following conditions:

- A current speech/language assessment identifies the severity of the child's phonological delay as falling in the severe to profound range
- The phonological delay is accompanied by delays in the child's receptive and/or expressive language
- The phonological delay significantly impacts the child's intelligibility
- The impact of the child's total language difficulties is such that extensive supports and services are required in order for the child to function within an ECS setting.

A speech language assessment report completed within six months prior to the day the child begins his/her program must be submitted with the PUF application.

REVISED To facilitate communication skills, these children may benefit from small group work or clustering with peers of the same age, and a 475-hour program may be sufficient.

If a child has a moderate to severe disability in a non-associated category (in addition to having a moderate to severe communication disorder), then the child would be more appropriately identified as Severe Multiple Disability (Code 43). This only applies for eligible ECS children and does not apply for students in grades 1 to 12.

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Learning ID #	Name of Child Surname/Given Name(s)	Age Dept Use Only	Date of Birth			Location(s) of Child's Program	R or N*	**Assessed Primary Disability Code	Date Program Starts			Date Program Ends			Number of Centre Program Hours	In-Home Programs***	
				Yr.	Mo.	Day				Yr.	Mo.	Day	Yr.	Mo.	Day		Total # of Visits	otal # c Visit Hours
		FIRST PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		SECOND PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		THIRD PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
		FOURTH PROGRAM UNIT																
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

* In this column please indicate whether it is:
(R) - for a renewal application;
(N) - for a new application.

** Refer to assessed primary disability by Code; i.e., Code 41 Severe Mental Disability, Code 42 Severe Emotional/Behavioral Disability, Code 43 Severe Multiple Disability, Code 44 Severe Physical or Medical (including autism) Disability, Code 45 Deafness, Code 46 Blindness and Code 47 Severe Communication Disability.

For code 44, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

*** Please show the total number of eligible home visits for the school year and the total number of hours these visits comprise

PROGRAM UNIT FUNDING (PUF) BUDGET

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)**______________________

PROGRAM UNIT COSTS

INSTRUCTIONAL COSTS

Salaries and Wages (# of hours______X__________rate per hour) $______________
(# of hours should not exceed the child's program hours by more than 10%)

Employer's Portion of Fringe Benefits $______________

Services Purchased (Please specify service with # of hours and rate per hour) $______________
____
____
____
____

Supplies and Materials (Please attach a list if > $500 per child) $______________

PARENT INSERVICE – please specify ______________________ $______________

STAFF INSERVICE – please specify ______________________ $______________

TRANSPORTATION COSTS:

- Transportation: to and from school # trips______X $__________ __________
- In-Home Programs # visits______X $__________ __________
- Other: - Field Trips __________
- In-Program Transportation __________

Total Transportation Costs __________(A)

LESS: **TRANSPORTATION REVENUES**

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Sections 1.19 - 1.22 for School Jurisdictions.)

- Special Transportation # trips ______ X $11.40 __________
- Regular Transportation # children ______ X $423/yr __________
- In-Home Transportation # visits ______ X $11.40 __________
- Other Transportation Revenues (i.e., fees) __________

Total Transportation Revenues __________(B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenues (B), if difference is negative enter 0) $______________

CAPITAL COSTS (child specific only)

Furniture and Equipment: Please specify: ______________________________ $______________

Note: Please attach, to this application, a letter of recommendation from an appropriate specialist supporting the capital purchase.

TOTAL PROGRAM UNIT COSTS $______________

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5

DEPT. USE ONLY **CEILING AMOUNT** (based on program hours and # of home visits) ______________

RETURN TO: **SCHOOL FINANCE BEFORE JANUARY 1**

TOTAL ECS PROGRAM BUDGET FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS APPLYING FOR PROGRAM UNIT FUNDING (PUF)

	ECS PROGRAM COSTS
INSTRUCTIONAL COSTS	
Salaries and Wages (Please attach breakdown of # of teachers, aides, etc. and costs)	$________
Employer's Portion of Fringe Benefits	$________
Services Purchased (Please attach breakdown of type of service and cost)	$________
Supplies and Materials (Please attach a list if > $500 per child)	$________
PARENT INSERVICE	$________
STAFF INSERVICE	$________

TRANSPORTATION COSTS:

- Transportation: to and from school # trips_____ X $_____ ________
- In-Home Programs # visits_____ X $_____ ________
- Other: - Field Trips ________
- In-Program Transportation ________

Total Transportation Costs ________(A)

LESS: TRANSPORTATION REVENUES

Alberta Learning Special Needs Transportation Funding: (See Funding Manual, Part 2, Section 2.6 for Private ECS Operators and Private Schools and Part 1, Sections 1.19 - 1.22 for School Jurisdictions)

- Special Transportation # trips _____ X $11.40 ________
- Regular Transportation #children _____ X $423/yr. ________
- In-Home Transportation # visits _____ X $11.40 ________
- Other Transportation Revenues ________

Total Transportation Revenues ________ (B)

NET TRANSPORTATION COSTS: (Costs (A) less Revenue (B), if difference is negative, enter $0) = $________

FACILITY COSTS: (Please attach a list of costs) $________

ADMINISTRATION: Please attach a breakdown of costs) $________

CONTRIBUTION TO CAPITAL FUND

Furniture and Equipment: (Please attach a list of costs) $________

TOTAL ECS PROGRAM COSTS $________

LESS: APPLICABLE REVENUES

AB. Learning Basic Instruction $________
Mild or Moderate $________
Plant Operation and Maintenance $________
AB. Learning Other (please attach a list) $________
ECS Administration -(Applies only to private ECS operators) $________
Other Revenues (please specify) $________

TOTAL REVENUES $(________)

NET ECS PROGRAM COSTS ELIGIBLE FOR PROGRAM UNIT FUNDING (total costs minus total revenues) $________

Guidelines for the above expenditure areas are found in the Funding Manual, Part 2, Section 2.5
DEPT. USE ONLY: CEILING AMOUNT (based on children's program hours and number of home visits) $________

RETURN TO: SCHOOL FINANCE BEFORE JANUARY 1

Alberta
LEARNING
ARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNDING STATEMENT OF ACTUAL EXPENDITURES FOR SCHOOL JURISDICTIONS 2002-2003 SCHOOL YEAR

NAME OF SCHOOL JURISDICTION: ______________________________

- Complete only one summary of actual expenditures for all Program Units that you operate.
- School jurisdictions with approved Designated Special Education ECS programs should complete a separate form for each designated program.
- Final payment of Program Unit Funding will be based on the lesser of actual expenditures, approved budget amount, and ceiling amount.
- Guidelines for determining expenditures are found in the Funding Manual for School Authorities, Part 2, Section 2.5.

Contact Name: ______________________ Telephone No. ______________

CERTIFICATION

FUNDING CALCULATION:

i) Actual Expenditures (from p. 2) $__________
ii) Approved Budgets Total (dept. only) $__________
iii) Funding Ceiling Total (dept. only) $__________

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

______________________________ ______________
(Signature of Secretary-Treasurer) **(Date)**

FOR DEPARTMENT USE ONLY:

Allocation Approved $______________

APPROVED BY: ______________________________ ______________
(Signature of Expenditure Officer) **(Date)**

RETURN TO: **SCHOOL FINANCE by SEPTEMBER 23**

Alberta
LEARNING
EARLY CHILDHOOD SERVICES

ECS PROGRAM UNIT FUNIDNG
STATEMENT OF ACTUAL EXPENDITURES
2002/2003 SCHOOL YEAR
FOR SCHOOL JURISDICTIONS

NAME OF SCHOOL JURISDICTION: ______________________________

	ACTUAL EXPENDITURES
INSTRUCTION	
Salaries and Wages	
Employer's Portion of Fringe Benefits	
Services Purchased	
Supplies and Materials	
PARENT INSERVICE/STAFF INSERVICE	

TRANSPORTATION COSTS:

	Actual Cost (A)	Revenue (B)
To and From School		
In-Home Visits		
Other		
TOTALS		

NET Transportation Costs: (A) - (B) (if difference is negative, enter 0) ______________

ADMINISTRATION COSTS (for Designated Special Education ECS Operators only) ______________

CAPITAL: FURNITURE AND EQUIPMENT -
(ONLY capital equipment approved on a budget should be claimed.
Please attach a breakdown of capital purchased indicating the child beside each. ______________

TOTAL ECS PUF EXPENDITURES $ ______________

NOTE: Administration costs and Operation and Maintenance costs are now provided under Sections 2.9 and 2.10 respectively. Approved Designated Special Education ECS Programs may still claim these costs.

FOR DESIGNATED SPECIAL EDUCATION ECS PROGRAMS ONLY

Please indicate the number of ECS children enrolled on Sept. 30 for this program ______________

Basic Instruction and Operation and Maintenance Funding for these children will be applied to the total program costs and the net costs will eligible for program unit funding.

RETURN TO: SCHOOL FINANCE by SEPTEMBER 23

Alberta
LEARNING

APPLICATION FORM
EARLY CHILDHOOD SERVICES TRANSPORTATION
2002 – 2003 School Year

TRANSPORTATION AS OF SEPTEMBER 30

____
Name of Private ECS Operator or Private School

INSTRUCTIONS:

Complete this form using:

- **(a)** the number of children with disabilities being transported.
- **(b)** the number of days transported.
- **(c)** the number of regular children being transported.
- **(d)** the number of planned in-home visits.

DATE PROGRAM BEGINS: ____________________ **DATE PROGRAM ENDS:** ____________________

1. **Regular Transportation** Number of eligible transported ECS children transported by a school bus, public transit system, or parent.	____________	**X $423 =**	**$** ____________
2. **Special Transportation** Total number of days transported for all ECS children with disabilities requiring special transportation.	____________	**X $11.40 =**	**$** ____________
Number of special needs children requiring special transportation.		____________	
3. **In-Home Visits** Total number of in-home visits for all ECS children.	____________	**X $11.40 =**	**$** ____________
Number of children in-home visits are provided for.		____________	

CERTIFICATION

I certify that to the best of my information and knowledge, the number of children transported, the number of in-home visits, and the number of days transported, are accurate.

____ ____________________
(Signature of Secretary-Treasurer) **(Date)**

02AL2.6 **RETURN TO: SCHOOL FINANCE by November 29**

Alberta
LEARNING

Private Schools

JUNIOR HIGH COURSES (TAKEN BY SENIOR HIGH STUDENTS)

For the School Year: September 1, 2002 to August 31, 2003

Name of School Authority: ______________________ **Authority Code:** ________

Name of School: ______________________ **School Code:** ________

NOTE: Separate forms are required for each completion date and category combination.

COMPLETION DATE

☐ September 1 to March 1 ☐ March 2 to June 30 ☐ July 1 to August 31 (Summer School Only)

A-add D-delete	Alberta Learning Student I.D. #	Name of Student (Alphabetical) Surname / Given Name(s)	Course Name	Credit Value

---

CERTIFICATION

I certify that to the best of my information and knowledge that the number of students reported on this form is correct.

______________________ (Signature of: Secretary-Treasurer/Superintendent)

______________________ (Signature of: Teacher/Principal)

__________ (Date)

02AL3.1a **RETURN TO: SCHOOL FINANCE**

Alberta
LEARNING

SuperNet Access Funding Application

For the School Year: September 1, 2002 to August 31, 2003

Name of School Authority: ____________________

Authority Code: ____________

Contact Name/Phone/Email: ____________________

School Code (if applicable)	Site Name	Site Address	SuperNet Connection Date	Monthly SuperNet Service Charge

CERTIFICATION

I certify that to the best of my information and knowledge that the information reported on this form is correct.

____________________ (Signature of Secretary-Treasurer/Superintendent)

____________ (Date)

Approved by ____________________ (STTG)

____________ (Date)

RETURN TO: STAKEHOLDER TECHNOLOGY TASK GROUP (STTG) before August 31, 2003

Alberta
LEARNING

REGIONAL CONSORTIUM
STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2003
(in dollars)

NAME:______________________________

	Budget 2002 -2003	Actual 2002 -2003	Actual 2001 -2002
REVENUES			
Alberta Learning			
Regional Consortium			
Establishment and Maintenance			
Total Alberta Learning			
Other Revenue			
Funds from Accumulated Surplus			
Total Revenues			
EXPENSES			
Professional Development & In Service			
Salaries, wages and benefits			
Services, contracts and supplies			
Other (Please specify)			
Board of Director Expense			
Meeting fee			
Services, contracts and supplies			
Travel and Subsistence			
Total Expenses			
Revenues less Expenses – Surplus (Deficit)			

Note: Please ensure that any current year deficit is offset by sufficient funds in the Accumulated Surplus as shown in the Statement of Financial Position.

CERTIFICATION

I certify to the best of my information and knowledge that the information identified above is correct.

______________________________ ______________________________

Financial Officer **Chair (Regional Consortium)**

______________________________ ______________________________

Date **Date**

PLEASE RETURN TO SCHOOL FINANCE BY NOVEMBER 29, 2003

Alberta
LEARNING

REGIONAL CONSORTIUM
STATEMENT OF FINANCIAL POSITION
as at August 31, 2003
(in dollars)

NAME: ______________________

	2002	2001
ASSETS		
Current assets		
Cash and temporary investments		
Accounts receivable (net after allowances)		
Province of Alberta		
Other Alberta school jurisdictions		
Other		
Prepaid expenses		
Other current assets		
Total current assets		
LIABILITIES		
Current liabilities		
Bank indebtedness		
Accounts payable and accrued liabilities		
Province of Alberta		
Other Alberta school jurisdictions		
Other		
Total current liabilities		
NET ASSETS		
Accumulated surplus(deficit)		
Uncommitted surplus(deficit)		
Operating reserves		
Total net assets		
Total net assets and current liabilities		

CERTIFICATION

I certify to the best of my information and knowledge that the information identified above is correct.

____
Financial Officer

____
Date

____
Chair (Regional Consortium)

____
Date

PLEASE RETURN TO: SCHOOL FINANCE BY NOVEMBER 29, 2003

Alberta
LEARNING

CAPITAL LOAN INFORMATION

CAPITAL LOANS **For the School Year: September 1, 2002 to August 31, 2003**

Date		Amount		Amount		Term	Interest Rate	Outstanding Supported Balance August 31, 2002	Supported Principal (A)	Supported Interest (B)	TOTAL (A) + (B)
Authorized	Borrowed	Authorized	Borrowed	Eligible	Ineligible						
								TOTAL CAPITAL LOANS			

CERTIFICATION

I hereby certify to the best of my information and knowledge the Capital Loan Information on this application form is correct.

(Signature of Secretary-Treasurer)

(Date)

(Name of School Jurisdiction)

RETURN TO: **SCHOOL FINANCE by October 22**

ACTIVITY PROGRAM for the purpose of funding is defined as a co-curricular activity outside of, but usually complimentary to, the regular curriculum and offering a high standard of professional training. This activity should be one requiring intensive training.

ALTERNATIVE FRENCH LANGUAGE PROGRAMS means a program offered under Sections 11 and/or 21(1)(a) of the *School Act* where French is used as the language of instruction.

- ECS – 238 hours (50 percent) of the instructional time using French as the language of instruction.
- Elementary – 475 hours (50 percent) of the instructional time using French as the language of instruction.
- Junior High – 380 hours (40 percent) of the instructional time using French as the language of instruction.
- Senior High – 250 hours (10 credits) per year using French as the language of instruction.

This is commonly referred to as French Immersion Programs

AUDITION for the purpose of funding means a trial performance in which an actor, singer, dancer or other performer demonstrates prowess in his or her abilities and the audition results are used to determine entry qualification.

BLENDED PROGRAM means an educational program consisting of two distinct parts:

1. A school-provided program where a teacher employed by a school board or accredited private school is responsible for providing the delivery and evaluation of courses; and
2. A Home Education Program that meets the requirements of the Home Education Regulation.

Revised

BOARD means the board of trustees of a district, **division,** or Francophone Regional Authority.

CHALLENGE ASSESSMENTS for the purpose of claiming credit enrolment units (CEUs) are available for high school courses. Local **school authorities** may use **challenge assessments** to provide students with a means of receiving credits and a final mark for courses in which they already possess the knowledge, skills and attitudes identified in the program of studies and when this assessment is in the students' best interests.

CHARTER means a charter approved under Section 34(1) of the *School Act.*

CHARTER BOARD means the society, or company that is named in a charter as the operator of a charter school.

CHARTER SCHOOL means a **school** established under Section 32 of the *School Act*.

CHILD is an individual whose **parent** is a resident of Alberta, and is a Canadian citizen; or

1. Lawfully admitted to Canada for permanent residence;
2. A **child** of a Canadian citizen; or
3. A **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
4. Who is eligible to attend an **Early Childhood Services (ECS) program** according to the table below.

Needs of Eligible Children	ECS Funding	*Minimum age of the child on September 1 of the school year must be:
Severe Disabilities	Basic and Program Unit	2 years 6 months
Mild or Moderate Disabilities and Gifted and Talented	Basic and Mild/Moderate	3 years 6 months
Regular	Basic	4 years 6 months
Developmentally Immature	Basic	5 years 6 months

NEW

*ECS operators need to take into consideration the grade one school entrance age in the community when enrolling children in an ECS program. **Children** with severe disabilities will be funded for a maximum of three years while they are of ECS age. **Children** with a mild or moderate disability and children who are gifted and talented will be funded for a maximum of two years while they are of ECS age.

This definition does not include a **First Nations child**, but does include a **child** attending an ECS program operated by the Government of Canada or any agency of the Government of Canada or a council of a band as defined in the *Indian Act* (Canada) or any agency established by a council of a band or councils of bands with which the Alberta **school jurisdiction** has an agreement under Section 62(2)(b) or (c) of the *School Act* for the individual.

CHILD WITH MILD OR MODERATE DISABILITY means a **child** who is assessed as having a mild or moderate cognitive disability, visual impairment, learning disability, hearing impairment, emotional/behavioural disability or physical disability.

COUNT DATE is used to determine eligibility for funding and refers to the specific date on which students and/or **children** should be counted. If the **count date** is September 30, only those enrolled on that date can be included in the count. If the **count date** of September 30 falls on a weekend, the last school day in September shall be used as the **count date**.

DENSITY is a term used in Rural Transportation Block funding. The **density** rating for a **school jurisdiction** is calculated by dividing the **effective transportation area** in the jurisdiction by the number of weighted **eligible passengers (eligible passengers** multiplied by the **weighting factor** for each).

REVISED

DESIGNATED SPECIAL EDUCATION ECS PROGRAM means an **ECS program** in which at least 70 percent of the **children** served have a severe disability. **ECS programs** with this designation may include **children with mild or moderate disabilities** and/or regular ECS **children**, totaling a maximum of 30 percent of their ECS population. Approval for status as a **Designated Special Education Private ECS Program** is obtained by submitting a written request to the Director of the Special Programs Branch.

For the 2002/2003 school year, the following programs have been approved for this status: This list will be reviewed annually.

- Black Gold Regional Division
  - Ecole Bellevue
  - Early Entry Program
- Calgary School District
  - Emily Folinsbee
  - Knobb Hill Elementary School
  - Queen Elizabeth Elementary
- Edmonton School District
  - Glenrose School
  - Hazeldean School
  - Mayfield School
  - Waverley School
  - Scott Robertson School
  - Tevie Millar Heritage School
  - Evansdale School
  - Homesteader School
  - Elmwood School
- Elk Island Public School Regional Division
  - REACH Program
- Grande Prairie Public School District
  - Crystal Park Pre-School Program
- Greater St. Albert Catholic Regional Division
  - Vital Grandin School
  - Vanier Elementary School
- Medicine Hat School District
  - Harold Pre-School
  - Riverside School
- Parkland School Division # 70
  - Broxton Park
- Pembina Hills Regional Division
  - Westlock Elementary Early Ed. Program

- Calgary Quest Children's Society
- Children's Services Centre – Red Deer
- Community Options
- Connect Society DEAF Services
- Corbett Hall Early Education Program
- ECS Learning Association/Cause & Effect
- Elves Special Needs Society
- Family Linkages
- H.OM.E.S.- Home Opportunities for Multi-Handicapped Educational Services
- GRIT Calgary
- Horizon School
- New Heights Early Learning Services
- PACE
- Prep Program
- Providence Child Development Centre
- Renfrew Educational Services
- Salvation Army Children's Village
- Society for the Treatment of Autism
- The Heartland Agency

DESIGNATED SCHOOL is a term used in Rural Transportation Block funding. A designated school is the **school** in which a **board** has enrolled a *student* in accordance with Section 45(2) of the *School Act*.

DESIGNATED SPECIAL EDUCATION PRIVATE SCHOOL is a **private school** that meets the following criteria:

1. The sole purpose of the **school** is to serve students with identified special needs, and all students who are enrolled in the **school** are diagnosed with a mild, moderate, or severe disability.
2. The educational programs provided to the students require modifications to the Program of Study, and are specified in the **Individualized Program Plans (IPP)** developed and implemented for each student; and
3. Approvals for designation as a **special education private school** are obtained from the **Minister** by submitting a request to the Director of the Special Programs Branch by June 1.

For the 2002/2003 school year the following schools are in this category:

REVISED

Alberta Bosco Homes
- Columbus Academy
- Phoenix Academy
- Thomas More School

Calgary Society for Effective Education
- Calgary Academy

Calgary Quest School
Edmonton Academy
Elves Child Development Centre
Foothills Academy
Horizon School
Janus Academy
Parkland School
Renfrew Educational Services
Rundle College Academy
The Skills Factory
The Third Academy
- Calgary
- Lethbridge
- Red Deer

This list will be reviewed annually.

DEVELOPMENTALLY IMMATURE means a student of compulsory age for basic education who, in the opinion of his/her **parent**, **ECS operator**, and **board**, would benefit from an **ECS program**. This student is not eligible for special education funding. An individual who is eligible to proceed to grade 1, but has been assessed as **developmentally immature** and whose program plan involves both ECS and grade 1 instruction may be counted either as a **child** under Part 2 or as a **funded student** under Part 1.

Revised

DISTANCE is a term used in Rural Transportation Block funding. Distance refers to the **eligible transportation distance** from where each **eligible passenger** resides to their **designated school** or school of choice, whichever is closest.

DIVISION means a school division or regional division established pursuant to the current *School Act* or any predecessor *School Act* or Ordinance *School Act*.

EARLY CHILDHOOD SERVICES (ECS) PROGRAM means an education program provided pursuant to Section 30 of the *School Act*.

EARLY CHILDHOOD SERVICES (ECS) OPERATOR for funding purposes means a **board**, the operator of a **funded private school** or a private operator providing an approved **ECS Program**.

EDUCATION SERVICES AGREEMENT means an agreement or a portion of an agreement entered into by a **school jurisdiction** under Section 62 of the *School Act* to educate students under its authority on a full-time basis.

EFFECTIVE TRANSPORTATION AREA for the purposes of Rural Transportation Block funding means the total area in square miles in a **district** or **division** excluding:

- unpopulated Crown land, military reserves, grazing leases, provincial parks, and large bodies of water;
- townships where two or more adjacent townships have vacant land which is at least the size of a township;
- outlying townships within the jurisdiction boundary where the **school jurisdiction** provides no transportation service;
- city, town, village or hamlet with a population greater than 10,000; and
- Revised the portion for transportation services provided by another **school jurisdiction** under a transportation agreement;

but including:

- any township in which a portion of the township is privately owned; and
- two square miles per mile of road corridor through vacant townships between populated areas.

ELIGIBLE PASSENGER for purposes of Student Transportation funding refers to an individual who is transported under Section 51 of the *School Act* and the Student Transportation Regulation or required to be transported to and from **school** under Section 51 of the *School Act* and the Student Transportation Regulation and is enrolled in a school of the board, as follows:

1. An aide accompanying a **disabled funded student** or an **ECS child** in a program unit who is transported to and from **school**;

2. A **funded student** who:
   a) resides within the boundaries of a **school jurisdiction** and attends a **school** operated by that **board**; or
   b) resides within the boundaries of a **school jurisdiction** and attends a **school** operated by another **board** with which the **school jurisdiction** has an **education services agreement** for that student; or
   c) resides within the boundaries of another **school jurisdiction** with which the **board** has an existing **transportation agreement** for that individual or who has been admitted to a **school** operated by another **board** and is transported within the boundaries of that **board**; or
   d) resides in **unorganized territory** and attends a **school** operated by a **board** adjacent to the **unorganized territory**; or

e) resides in **unorganized territory** and attends a **school** operated by a **board** or a **private school** with which the **school jurisdiction** adjacent to the **unorganized territory** has an existing **transportation agreement**; and

f) resides at least 2.4 kilometres (by the most direct route on a **highway**) from the **school** that the individual has been directed to attend pursuant to Section 45(2) of the *School Act*; or

g) resides at least 2.4 kilometres (by the most direct route on a **highway**) from the **school** at which the individual is attending a language program complying with Section 11 of the *School Act*; or

h) resides in **unorganized territory** at least 2.4 kilometres (by the most direct route on a **highway**) from the **school** that individual attends.

3. A disabled **funded student** who requires transportation to and from **school**;

4. A student who is transported by horse drawn vehicle to the **school** which the student has been directed to attend; or

5. A **private school funded student** who resides within the boundaries of a **school jurisdiction** and attends a **private school** with which the **school jurisdiction** has an **education services agreement**.

ELIGIBLE STUDENT means a student who:

1. On September 30, meets the requirements of Section 8(1)(b) of the *School Act*;
2. Either has a parent who ordinarily resides in Alberta or is an independent student who ordinarily resides in Alberta;
3. Is enrolled in and is attending a school operated by a board;
4. Is at least 5 years 6 months but less than 20 years of age on September 1 of the year in which the student is counted;
5. Is not a student enrolled in a **home education program**;
6. Is not a child to whom an early **childhood services program** is being provided pursuant to Section 30(1)(a) of the *School Act*; and
7. Is not an Indian residing on a reserve pursuant to the *Indian Act* (Canada).

ELIGIBLE TRANSPORTED ECS CHILD is a **child** enrolled in an **ECS program** who resides at least 2.4 kilometres from the program in which the **child** is enrolled.

ELIGIBLE TRANSPORTATION DISTANCE for the purposes of Rural Transportation Block funding means the distance each **eligible passenger** resides from his or her designated school. It is the one-way distance from the boundary at the roadway access to the residence nearest to the **school** of the quarter section or lot on which the residence of the **eligible passenger** is situated to the **designated school** in kilometres on a travelled road or public right of way on any part of which the public is ordinarily entitled or permitted to use for the passage of vehicles, but does not include privately owned laneways or roads. Distances that students are transported on private laneways or roads is **eligible transportation distance** only where the **eligible passenger** is wheelchair-bound, a **funded student with severe disabilities,** or a **child with severe disabilities**.

EXPECTED ELIGIBLE PASSENGER is a term used in Section 1.B.7 - Urban Transportation Block and refers to the estimated number of **eligible passengers** calculated on the basis of enrolment and a number of factors which affect eligibility for transportation.

FIRST NATIONS STUDENT means an individual, usually residing on an Indian Reserve:

1. Who pursuant to the *Indian Act (Canada)* is registered as an Indian or is entitled to be registered as an Indian; and
2. For whom the educating **school jurisdiction** receives payment of a tuition fee from the band or band council which is provided by the Government of Canada in respect of that individual.

NEW ***FRANCISATION*** means a program that assists students attending Francophone schools who do not have sufficient French language skills to succeed in school. Francisation programs are similar to ESL programs that assist students attending English speaking schools who do not have sufficient English language skills to succeed in school.

NEW ***FRANCOPHONE EDUCATION PROGRAM*** means a program operated by a Francophone Regional authority under Section 10 of the *School Act.*

NEW ***FRENCH AS A SECOND LANGUAGE (FSL)*** means a program or course offered under Section 39 of the *School Act.*

NEW ***FRENCH FIRST LANGUAGE (FRANCOPHONE) EDUCATION*** means an education program offered under Section 10(1) of the *School Act* for individuals with rights under Section 23 of the *Canadian Charter of Rights and Freedoms* to receive school instruction in French.

FROZEN FUNDED HEAD COUNT

The **Frozen Funded Head Count** is a snapshot of the September 30 Funded Head Count as it stands on the last business day in May each year. This count includes any add/change/deletes and cleared priority school conflicts that are processed by School Finance to the last business day in May each year.

FUNDED PRIVATE SCHOOL means an **accredited private school** that receives a grant under the School Grants Regulation (A.R.72/95).

FUNDED STUDENT is an individual who:

1. Is attending a **school** or a **blended program** in grades 1 to 12 on September 30 of the current school year;
   a) operated by a **school jurisdiction**; or
   b) in another province operated by a board of trustees or similar governing body of a publicly funded school or separate board or a person with which the Alberta **school jurisdiction** has an agreement under Section 62 (1) or (2) of the *School Act* for the individual because he/she is a resident student of the **school jurisdiction** or a Charter section 23 student represented by a Francophone Regional authority; or
   c) operated by the Government of Canada or any agency of the Government of Canada or a council of a band as defined in the *Indian Act* (Canada) or any agency established by a council of a band or councils of bands with which the Alberta **school jurisdiction** has an agreement under Section 62(2)(b) or (c) of the *School Act* for the individual because he/she is a resident student of the **school jurisdiction**; or
   d) in another province or country under an **reciprocal exchange program** approved by Alberta Learning with a student from that respective province or country; and

2. Is at least 5 years 6 months, but less than 20 years of age on September 1 in the school year in which he/she is counted; or who
   a) is less than the 5 years 6 months stipulated above, is enrolled in grade 1; and
   b) has previously attended a Ministry of Learning **Early Childhood Services (ECS) program** outside of Alberta that meets the learner expectations of the Kindergarten Program Statement, or has been placed in grade 1 for sound educational reasons because an **ECS** program was not available; and

3. Is a Canadian citizen; or
   a) lawfully admitted to Canada for permanent residence;
   b) a **child** of a Canadian citizen; or
   c) a **child** of an individual who is lawfully admitted to Canada as a permanent or **temporary resident**; and

4. Has a parent who ordinarily resides in Alberta (*School Act*, Section 273), or is an **independent student** who ordinarily resides in Alberta; and

5. Is not counted for basic instruction funding by another **school jurisdiction**, a **funded private school** or **ECS operator** under the School Grants Regulation (A.R. 72/95); and

6. Is not a **First Nations student** as defined in the Glossary of Terms enrolled in a **school** operated by a **board**; and

7. Is not a **home education student**.

FUNDED STUDENTS WITH SEVERE DISABILITIES are **funded students** whose eligibility for severe disability is defined in Part 1, Section 1.A.2, and Part 3, Section 3.2, of this Manual.

Revised

GROUP HOME means any home operated or approved by the government and includes a treatment (therapeutic and/or specialized foster care) foster home where there is more than one individual placed in the home. Group homes approved as **Institutions** must provide 24 hour supervision and intensive treatment/assessment for students in a specialized, secure setting. If the **Institution's** educational facility is not located on-site in the group home, transportation of students to and from school must be supervised by group home staff.

Revised

HIGHWAY means any thoroughfare, street, road, trail, avenue, parkway, driveway, pedway, lane, square, bridge, or other place, whether publicly or privately owned, any part of which the public is ordinarily entitled or permitted to use for the passage or parking of vehicles; and

1. Includes:
   a) a sidewalk (including the boulevard portion of the sidewalk); and
   b) if a **highway** right of way is contained between fences or between a fence and one side of the roadway, all the land between the fences, or all the land between the fence and the edge of the roadway, as the case may be.

HOME EDUCATION STUDENT means an individual who:

1. Meets the requirements of the Home Education Regulation (A.R. 126/99); and
2. Is under the supervision of a **school jurisdiction** or a **funded private school** and living in Alberta on September 30; and
3. Is 5 years and 6 months or greater, but less than 20 years of age on September 1 in the school year in which s/he is counted; and
4. Is a Canadian citizen; or
   a) lawfully admitted to Canada for permanent residence;
   b) a **child** of a Canadian citizen; or
   c) a **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
5. Has a **parent** who ordinarily resides in Alberta, or is an **independent student** who ordinarily resides in Alberta; and
6. Is not counted by another **school jurisdiction** or **private school** for basic instruction funding, or an **ECS operator** under the School Grants Regulation (A.R. 72/95).

INDEPENDENT STUDENT means a student under Section 1(1)(m) of the *School Act* who is:

1. 18 years of age or older; or
2. 16 years of age or older; and:
   a) who is living independently; or,
   b) who is a party to an agreement under Section 8(2) of the *Child Welfare Act*.

Revised

INDIVIDUALIZED PROGRAM PLAN (IPP) means a concise plan of action that is designed to address the student's special needs, and is based on diagnostic information that provides the basis for intervention strategies. All students with exceptional needs, from severely disabled to the gifted and talented, require an IPP.

The IPPs of **children** with exceptional needs will include:

1. Assessment and diagnostic data that identifies strengths and areas of need;
2. Specific accommodations and support services;
3. Measurable goals and objectives;
4. Evaluation procedures;
5. Review dates;
6. Placement/Programming information; and
7. Transition plans

IN-HOME PROGRAM

An **Early Childhood Services (ECS)** program delivered to an **ECS** child on a one-on-one basis through home visits in the child's home or other alternate setting by a teacher, teacher assistant and/or child development specialist. A primary purpose of an in-home program is to actively involve parents and/or caregivers (with the educational team) in the development and delivery of a comprehensive educational program for the child. For program and funding purposes, an eligible home visit must meet the following requirements:

- All home visits must be under the supervision of the child's teacher;
- A home visit must involve the parent/guardian or alternate caregiver;
- A home visit must be at least 1.5 hours in length; and
- Visits to the home by a developmental specialist need to support the child's overall educational program in order to count as an eligible home visit.

The number, setting, and structure of home visits must be determined in consultation with the parents prior to implementation of the program. Some visits to alternate caregivers can be included as a part of the home program with the parent's agreement. Summary reports of visits to alternate caregivers must be shared with the parent either in written or verbal form. All home visits should be carefully planned and documented.

IN THE CUSTODY OF A DIRECTOR under the *Child Welfare Act* means a student who is in custody by agreement, or in temporary custody, or in permanent custody. This may also include students in Handicapped Children's Service Agreements where custody is part of the agreement.

INSTITUTION means any secure residence operated or approved by the Government where staff are paid a salary to provide lodging and care on a 24 hour basis for the individuals in residence, and which is not currently provided for under the terms and conditions of foster parent agreements within the Province of Alberta. **Funded students** attend the school program on site or in a facility for which the government department controlling the **institution** is legally responsible. Students who reside in an **institution** have been placed there:

1. Through hospital admission; or
2. Through a court order or agreement under the *Child Welfare Act*; or

3. For protection by:
   a) Alberta Children's Services;
   b) Alberta Health and Wellness; or
   c) Alberta Justice; or
4. As temporary residents of a women's shelter because of a situation where there is need for protection from physical, psychological or sexual abuse.

Revised **Funded students** in an **Institution** must be resident students of the government as defined in Section 44 of the *School Act*.

SCHOOL AUTHORITIES APPROVED TO PROVIDE AN EDUCATIONAL PROGRAM IN AN INSTITUTION

- **Battle River RD No. 31**
  - Camrose Women's Shelter
- **Bosco Homes A Society for Children and Adolescents**
  - Ranch School
  - Phoenix School
  - Thomas More School
- **Calgary School District No. 19**
  - Women's Emergency Shelter
  - Dr. Gordon Townsend
  - William Roper Hull School
  - Westview YOC & Enviros
- **Chinook's Edge School Division**
  - Grimmon House
- **Edmonton School District No. 7**
  - CASA House
  - Glenrose Hospital
  - Highwood (Alberta Hospital)
  - Howard House
  - Kennedale YOC
  - Kochee Mena
  - Rosecrest
  - Royal Alexandra Hospital
  - University of Alberta Hospital
  - WIN House
  - Yellowhead Youth Centre
- **Elk Island PSD No. 14**
  - A Safe Place
- **Foothills SD No. 38**
  - Stampede Boys Ranch
- **Grande Prairie SD No. 2357**
  - Grande Prairie YOC (Bear Creek School)
- **Holy Family CSRD No. 37**
  - High Prairie YAC
- **Lakeland RCSSD No. 150**
  - Dr. Margaret Savage Crisis Centre
- **Lethbridge SD No. 51**
  - Pitawani
  - Harbour House
  - Hospital Program
  - Coulee Ridge YOC
- **Medicine Hat SD No. 76**
  - Med Hat PAS Hosp
  - Medicine Hat Bridge St. Remand Centre
- **Northern Lights SD No. 69**
  - Lac La Biche YAC
- **Peace Wapiti School Div No. 33**
  - Rycroft School
  - Clairmont Exceptional Needs
  - Residential Group Home
- **Red Deer School Dist No. 104**
  - Parkland Youth Homes
  - Red Deer Hospital Program
  - Oskayak Treatment Centre
  - Direwood Treatment Centre
  - Red Deer Remand Centre
  - Red Deer Youth Residential Centre
  - Red Deer Youth Assessment Centre
- **Sturgeon SD No. 24**
  - Oak Hill Boys Ranch
- **St. Paul Education RD No. 1**
  - Poundmaker's
- **Wetaskiwin Reg. Div. No. 10**
  - Wetaskiwin Plus (A+) Program
- **Wild Rose School Division No. 66**
  - Kootenay School
- **Wolf Creek RD No. 32**
  - Alberta Hospital, Ponoka

MINISTER means the Minister of Learning.

MULTI-TRACK: means a year round schedule in which the student enrolment is divided into groups, usually four. At any one time, one group is "off track" or on vacation.

ON-LINE PROGRAM is a program offered by a **school** delivered electronically at a **school** site or off-campus, under the instruction and complete supervision of a certificated teacher of a **board** or accredited **private school**. For full student funding, elementary and junior high students must have access to 950 hours of instruction and senior high students must have access to 1000 hours of instruction.

OPEN SCHOOL CALENDAR: This model provides for school to be open about 250 days a year - every weekday of every month.

OPERATING DAY is used in conjunction with rural transportation and means a day in a school year during which the **schools** of a **school jurisdiction** are scheduled to be open for classroom instruction.

OTHER LANGUAGE IMMERSION PROGRAMS means a minimum of 25 percent of the instructional time to a maximum of 50 percent of instructional time uses a language other than French or English as the language of instruction. This includes all grade levels.

OUTREACH PROGRAM means a program offered by a **school** which provides a basic education developed for **funded students** who are unable to attend or benefit from a regular school program. The requirements of the program are detailed in the Outreach Program Policy 1.1.4.

1. An **outreach program** must be offered in a stand-alone facility.
2. **Home education students** are not eligible for outreach funding, and are not reported as part of the **outreach program**.

PARENT means, with respect to a student, the relevant individual under section 1(2) of the *School Act* unless otherwise specified.

REVISED

PRIVATE EARLY CHILDHOOD SERVICES (ECS) OPERATOR means a society registered under the *Societies Act*, a non-profit company registered under Part 9 of the *Companies Act*, or a non-profit corporation incorporated by, or under, an act of the Legislature, other than a private school; that

1. Operates an **ECS program**; and
2. Receives funding under the School Grants Regulations (A.R. 72/95) for the program.

PRIVATE SCHOOL means a **school** registered under Section 28 of the *School Act*.

PRIVATE SCHOOL FUNDED STUDENT means an individual:

1. Who attends a **funded private school** or **blended program** in grades 1 to 12 on September 30 of the current school year; and
2. Who is at least 5 years 6 months but less than 20 years of age on September 1 in the school year in which he/she is counted; or who
    - a) is less than 5 years 6 months of age on September 1 in the school year in which he/she is counted; and
    - b) has previously attended a Ministry of Learning **Early Childhood Services (ECS) program** outside of Alberta that meets the learner expectations of the Kindergarten Program Statement, or has been placed in grade 1 for sound educational reasons because an **ECS program** was not available; and
3. Is a Canadian citizen; or
    - a) lawfully admitted to Canada for permanent residence;
    - b) a **child** of a Canadian citizen; or
    - c) a **child** of an individual who is lawfully admitted to Canada for permanent or temporary residence; and
4. Who has a **parent** who ordinarily resides in Alberta, or is an **independent student** who ordinarily resides in Alberta; and
5. Who is not a **funded student**; and
6. Who is not a **First Nations student** as defined in the Glossary of Terms; and
7. Who is not a **Home Education student**.

PUBLIC TRANSIT SYSTEM refers to a bus or light rail system owned, operated or contracted by a city, town, village or hamlet which offers service to the public within its boundaries. Taxis and/or bussing systems designed for disabled individuals are not considered public transit.

RECIPROCAL EXCHANGE PROGRAM means a recognized program under which a **student** who is an Alberta **resident student** is partnered or paired with a student who is a resident of another province or country. The exchange occurs in the same **school jurisdiction** in the same school year, or the subsequent year.

RESIDENT BOARD means the **board** of the district or **division** of which a student is a **resident student**.

RESIDENT STUDENT means an individual who is entitled to have access to an education program under Section 8 and who is a resident student as determined under Section 44 of the *School Act*.

ROUTE DISTANCE is a term used in conjunction with rural transportation and means:

1. The distance from the point of the first morning pick-up by regular routing to the point of the last morning drop-off and back to the point of the first morning pick-up by the shortest or most direct route;

2. The distance from the point of the first afternoon pick-up by regular routing to the point of the last afternoon drop-off and back to the point of the first afternoon pick-up by the shortest or most direct route; and
3. The distance travelled on a **highway** by a vehicle transporting **eligible passengers** to and from **school**, or on a feeder route, on an **operating day** or by a vehicle transporting **eligible passengers** on a weekend between their places of residence and their boarding places or **schools** where both places are in the same district or division.

RURAL DISTRICT means a district or **division** that is not an **urban district**.

SCHOOL means a structured learning environment through which an education program is offered to a student by:

1. A **board**;
2. An **operator** of a **private school**;
3. An **Early Childhood Services (ECS) private operator**;
4. A **parent** giving a home education program; or
5. The **Minister**.

SCHOOL AUTHORITIES for the purpose of this Manual include **School Jurisdictions, Funded Private Schools**, **Private ECS Operators, and Charter Schools**.

SCHOOL BUILDING means a building used for the instruction or accommodation of students that is owned or occupied by a school jurisdiction, a school jurisdiction and a municipality, or a school jurisdiction and another person.

SCHOOL BUS means a motor vehicle that:

1. Is owned, leased or contracted by a **school jurisdiction**;
2. Is used for the transportation of **eligible passengers**;
3. Has a passenger **seating capacity** of 12 or more; and
4. Is without exemption a Type I, Type II, Type III or Type IV **school bus** as described in the CSA Standard D 250-M 1985 as amended or replaced from time to time as issued by the Canadian Standards Association.

SCHOOL JURISDICTION means a **board**, the Lloydminster Public School Division, or the Lloydminster Roman Catholic Separate School Division.

SINGLE-TRACK means a year round schedule in which the entire student enrolment has the same schedule of days and vacation days. All students are on the same track.

SUPERVISING BOARD means the resident board or the willing non-resident board providing supervision of the home education program.

Revised

STUDENT WITH SPECIAL NEEDS means a student who requires an adapted or modified educational program to meet his or her exceptional needs. The **Individualized Program Plan (IPP)** provides documentation of the program and is a mandatory requirement for any student identified as a special needs student.

TEMPORARY RESIDENT, for purposes related to the interpretation of the *School Act*, is defined as a person who:

a) has been issued a student authorization and is registered in a full-time, full-year program (i.e., a foreign student who is registered full-time in a recognized post-secondary program in Alberta for one year or more); or
b) has been issued an employment authorization to work temporarily in Canada (i.e., a temporary foreign worker); or
c) has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (i.e., a refugee claimant);or
d) has been issued a federal Minister's Permit; or
e) has diplomatic status in Canada.

Temporary residents will not include:

a) visitors/tourists to Canada, with or without a valid visitor's visa;
b) individuals in Canada with student authorizations who are not registered in a full-time, full-year program; and
c) individuals in Canada for three months or less for the purposes of language training.

A child whose parent(s) fit the definition of a **temporary resident**, as it relates to the *School Act*, is eligible to access basic education and the parent can not be required to pay foreign student tuition fees. In all other cases, children are required to have a valid student authorization (a federal requirement) and the parent may be required to pay foreign student fees at the discretion of the **school board.**

TRANSPORTATION AGREEMENT means an agreement or a portion of an agreement entered into by a **school jurisdiction** under Section 62 of the *School Act* to transport students under its authority to a **school**.

UNORGANIZED TERRITORY means any area in Alberta that is not included within a district, a **division**, or a regional division.

URBAN DISTRICT means:

1. A city district which is not included in a school division or regional division; and
2. A district, **division** or regional division, or portion thereof, designated by the **Minister** as an **urban district**.

WEIGHTING FACTOR is a term used in conjunction with rural transportation and means, for the purposes of Block Funding, that:

1. Each **eligible passenger** in ECS and grades 1 to 6 is multiplied by a factor of 1.0;
2. Each **eligible passenger** in grades 7 to 12, is multiplied by a factor of 1.50;
3. Each **eligible passenger** in grades 1 to 12 registered as a Code 41, 42, 43, 44 or 46 student, is multiplied by a factor of 3.0;
4. An aide accompanying **disabled funded students** or **ECS children** in program units, is multiplied by a factor of 1.50; and
5. Each **eligible passenger** who requires a wheelchair is multiplied by 6.0.

YEAR ROUND EDUCATION for the purpose of transportation funding means that a school offers either **Single-Track** schedule, **Multi-Track** schedule or **Open School Calendar**. These calendar schedules may include:

- Scheduling 45 days of instruction followed by 15 days of vacation (45/15);
- Scheduling 60 days of instruction followed by 20 days of vacation (60/20);
- Scheduling 90 days of instruction followed by 30 days of vacation (90/30);
- Quarter System of four instructional periods of approximately 13 weeks; or
- Continuous School Year plan for school operation in which the school plant is used during the entire year.

RECESSING OR CEASING OF OPERATIONS BY A PRIVATE ECS OPERATOR

POLICY

When funding has been provided by Alberta Learning and the funding has not been used for the purpose for which the grant funds were provided, the surplus money shall be returned to the Provincial Treasurer or provided to another operator of an approved Early Childhood Services (ECS) program.

GUIDELINES

1. An ECS operator may choose to go into recess for not more than one year before making a final decision on ceasing or resuming operations.

2. The final decision to cease operations must have been reached by the members of the society governing the ECS operations, at a general meeting called within the provision of the society's by-laws. This decision should be communicated to the respective Zone Services Branch as soon as possible.

3. If an ECS operator decides not to continue providing a program, the operator may determine if another ECS operator in the community is willing to take over the program. An ECS program must be operated by the new operator.

   If another operator in the community agrees to take over the program and to accept the transfer of assets, liabilities, including any operating and capital surpluses, that new operator must acknowledge receipt of this transfer and agree not to claim a capital grant. Written acknowledgement of an agreement to these terms must be sent to School Finance, Alberta Learning.

4. If an ECS operator does not transfer its assets to another operator, Alberta Learning will determine the amount of surplus from operations to be returned to the Provincial Treasurer. In addition, if a capital grant has been obtained within the final three years of operation, a portion of this grant must be returned.

PROCEDURES

1. Sign an agreement/contract for the transfer of the ECS operator's assets and liabilities to another operator. A letter of agreement signed by both parties is sufficient.

2. Prepare an Audited Financial Statement (AFS) for the final year of operation or portion thereof and submit this statement to Alberta Learning.

3. Prepare an inventory schedule of assets transferred on the date operation ceased and have it signed by officials of the ECS operator accepting the transfer.

4. Notify Alberta Consumer and Corporate Affairs, Corporate Registry if the society will be dissolved on the specified date.

5. In the year an operator decided to cease operations, fees paid by parents in that year may be returned to the parents from the operating surplus of that year.

6. When the ECS operator ceases operation but does not transfer the assets and liabilities to another operator, the final AFS will be reviewed and the accumulated surplus, if any, will be pro-rated by Alberta Learning. The portion of the surplus to be returned to Alberta Learning will be calculated on the ratio of Alberta Learning's contribution to the total revenue of the ECS program over the final three years of operation.

7. The disposition of the operating surplus and capital assets not returned to Alberta Learning should be authorized at a meeting of the society members.

13 (1) A Minister may make grants if

(a) he is authorized to do so by regulations under this section, and

(b) there is authority available in a supply vote for the purpose for which the grant is to be made.

(2) The Lieutenant Governor in Council may make regulations applicable to a Minister

(a) authorizing the Minister to make grants;

(b) respecting the purposes for which grants may be made;

(c) governing applications for grants;

(d) respecting the persons or organizations or classes of persons or organizations eligible for grants;

(e) respecting the conditions required to be met by any applicant for a grant to render that person or organization eligible for the grant;

(f) empowering the Minister in particular circumstances to waive eligibility criteria prescribed under clause (d) or (e);

(g) respecting the conditions on which a grant is made and requiring the repayment of the grant to the Government if the conditions are not met;

(h) providing for the payment of a grant in a lump sum or by instalments and prescribing the time or times when the lump sum or the instalments may be paid;

(i) authorizing the Minister to make deductions from a grant and prescribing the circumstances under which the deductions may be made;

(j) limiting the amount of a grant or class of grant;

(k) authorizing the Minister to delegate in writing to any employee of the Government any power conferred or duty imposed on him by this section or the regulations;

(l) requiring a person or organization receiving a grant to account for the way in which the grant is spent in whole or in part;

(m) authorizing the Minister to enter into an agreement with respect to any matter relating to the payment of a grant.

(3) A regulation made under subsection (2) may be specific or general in its application.

(4) Despite subsection (2)(g), the Minister may impose further conditions not prescribed in the regulations on the making of a particular grant.

WITHDRAWAL OF TEACHER SERVICES OR LOCKOUT

BACKGROUND

Alberta Learning recognizes the desire of a school board and its teachers to negotiate contractual arrangements that are acceptable to both parties. In the event that negotiations break down and a strike by teachers or a lockout by a **board** occurs, Alberta Learning will adjust funding while keeping the educational needs of the students a priority.

PURPOSE

In the event of a strike by staff or a lockout by a **board** when educational services are not provided, the funding payable to a **board** shall be reduced. Adjustment of funds prevents a financial benefit from accruing to a **board**.

CONDITIONS

1. The **Minister** may reduce funding provided under the Alberta School Foundation Fund and/or the General Revenue Fund for the period for which cessation of services occurred.

2. Funding will be reduced by 1/200th of the certificated teacher salary and benefits amount for each day teachers are on strike.

3. The amount of the reduction will be based on the following:

    a) A 200 day school year where funding is payable based on an annual formula

    b) The number of operating days, (including teaching preparation days and in-service days) for which the strike or lockout occurred. Scheduled holidays, statutory holidays and make-up time for teaching days lost will not be used to reduce the number of operating days.

4. Schools are required to ensure that students in Grades 2 to 9 have access to 950 hours of instruction per year and that students in Grades 10 to 12 have access to 1,000 hours of instruction per year. The access to instruction hours can be met in various ways.

5. All other funding to school jurisdictions will continue in order to provide boards with the flexibility to make local operating decisions.

6. There should be sufficient funds and flexibility within a board's current funding allocation to cover any cost of providing distance learning materials to students during the cessation –no additional funding will be provided for these costs.

7. A **board** shall notify Alberta Learning, immediately following the end of a strike or lockout, of the period and number of days of the cessation of services.

8. In the event that a strike by teachers or a lockout by a board occurs on the **count date**, an alternate **count date** will be determined by the Director of School Finance.

9. Alberta Learning will provide the **board** with a detailed calculation of the funding reduction.

10. After the strike or lockout, the funding reduction amount will be recovered from the next applicable payment(s) to the **board**.

11. In the event of a dispute over the amount of the funding reduction, a **board** may submit its concern(s) in writing to the **Minister**.